

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

Introducing ourselves

Examiner: Good afternoon. Welcome. Can I have your evaluation forms, please?

Thank you, please take a seat. My name is _____.

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

So... What is your name? (*Write it down, making sure you don't mix up the two candidates.*) **And yours?** (*Write it down.*)

Examiner: (*Addressing candidate A*) **So** _____ (*his/her NAME*), **what do you do? / where do you live? / etc.** (*question to break the ice.*)

Examiner: (*Addressing candidate B*) **And what about you** _____ (*his/her NAME*), **what do you do? / where do you live? / etc.** (*questions to break the ice.*)

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

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

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

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

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

ACTIVITY 1: INTERVIEW

SET 1

B1: If you had the chance, is there any hobby you would like to take up? Why?

B2: What is the reason that people take up hobbies, in your opinion?

SET 2

B1: (**For younger candidates**) Tell us about a school trip you went on this year.

B1: (**For older candidates**) Tell us about a school trip you've been on and will never forget.

B2: If you were going through a difficult time at home, do you think that a trip with friends might help? How?

SET 3

B1: What did you do on the 1st of May this year?

B2: If you had won a trip for two to Venice, who would you take with you? Why?

ATTENTION

This pack is for the Oral Test and should be given to the Examiners two (2) hours before the test begins. It contains

- the Interlocutor Frame for activities 1, 2 & 3

- the test items (i.e., the questions for Activity 1 and the tasks for Activities 2 & 3)
- a reminder of potential trouble spots during the exam
- the Rating Scale for B1&B2

SET 4

B1: What's the last thing you do before you leave school/ university/ work?

B2: Do you like working with others? Why or why not?

SET 5

B1: Do you go to concerts? If yes, tell us about one you went to recently. If no, why not?

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

SET 6

B1: Do you go to the cinema? If yes, tell us what kind of films you like to go to and why? If no, why not?

B2: Tell us about a film you watched recently (either on TV or at the cinema).

SET 7

B1: Tell us a few things about your favourite place in your home.

B2: What would be the ideal house for you?

SET 8

B1: Tell us what you like about your best friend.

B2: Do you feel that your friends influence or change you in any way? If yes, how? If no, why not?

SET 9

B1: What kind of clothes do you usually wear?

B2: **(For younger candidates)** When you go out with your friends, you probably act differently than when you go out with your parents (and their friends). Right? How so and why?

B2: **(For older candidates)** Teenagers acted very differently 50 years ago. Can you think of some examples and tell us why things have changed?

SET 10

B1: What are the advantages and the disadvantages of living in the country?

B2: If you had the choice, would you live in a place where it's never cold –like Seychelles, the Sahara, the Fiji Islands or Whitsunday Island, Australia? What would be the advantages and disadvantages?

SET 11

B1: Do you like your school both as a building and as a place where you develop knowledge and skills? Why or why not?

B2: If you had the chance, would you like to have the experience in a school of a different country for a year or two? Why or why not?

SET 12

B1: Do you like animals in general and in what ways do you like them? Is there an animal you particularly like and one you don't? Why?

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

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

Activity 2 (6 minutes for both candidates - 3 minutes each)

- Examiner:** We can now go on with Activity 2. I will give each one of you one or more photos and I will ask you 2 questions. You each have about 4 minutes to answer.
Start with candidate B this time.
- Examiner:** Let's start with _____ (candidate B's NAME). _____ (his/her NAME), turn to page _____ (Select a page from the Candidate Booklet) and look at picture(s) _____ (Select one or more pictures from this page) and _____ (choose and read out a B1 task from the ones given below).
- Examiner:** (When the candidate has finished) Now, look at picture(s) _____ (Select one or more pictures from the same page) and _____ (choose and read out a B2 task from the ones given below).
(When the candidate has finished.) Thank you.
- Examiner:** Now, _____ (candidate A's NAME), it's your turn. Please, go to page _____ (Select a different page from the Candidate Booklet) and look at picture(s) _____ (Select one or more pictures from this page) and _____ (choose and read out a B1 task from the ones given below).
(When the candidate has finished) Now, look at picture(s) _____ (Select one or more pictures from the same page) and _____ (choose and read out a B2 task from the ones given below).
- Examiner:** (When the candidate has finished.) Thank you.

ACTIVITY 2: ONE SIDED TALK

Special occasions (PAGE 5)

B1 questions

- TASK 1:** Imagine photos 1 & 4 (or 1 & 6, or 4 & 6) are from your family's photo album. Tell us who the people in the photos are, where they were and how they were feeling when the photos were taken.
- TASK 2:** Imagine the man in photo 5 is your brother (or the woman in photo 5 is your sister). Tell me where he/she was, what he/she was doing and what he/she did after the photo was taken.
- TASK 3:** Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.

B2 questions

- TASK 4:** Imagine that photos 1 & 2 (or 1 & 3, or 1 & 4, or 5 & 4, or 3 & 5) are from two days you will remember all your life. Tell us why these days are so important to you.
- TASK 5:** Imagine you know the people in photos 2 & 6. Tell me a few things about them (about their personality, hobbies and interests).
- TASK 6:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Special occasions in one's life". Tell us why you think the photos you have chosen are suitable.
- TASK 7:** Imagine that photos 2 & 3 accompany newspaper articles. Tell us what each article is about.

People shopping (PAGE 6)

B1 questions

- TASK 8:** Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.
- TASK 9:** Imagine you know the woman in photo 7 (or the man in photo 11). Tell us who he/she is, where she/he was when the photo was taken and what he/she did afterwards.
- TASK 10:** Imagine you are one of the people in the photos on this page. Tell us who you are, what you are doing and how you are feeling.
- TASK 11:** Imagine you took photo 9. Tell us who these people are, what they are doing and what they will do when they

go home.

B2 questions

- TASK 12:** Look at the shoppers in photos 7 & 10 (or 7 & 8, or 8 & 11, or 8 & 12, or 7 & 12, or 9 & 10). Tell us what products you think they are going to buy, for whom and why.
- TASK 13:** Look at all the photos of shops on this page. Tell me which of these you would visit to buy a present, who you would buy it for and why.
- TASK 14:** Imagine you visited the shops in photos 8 & 12 yesterday and liked them very much. Tell us what you liked about them and why.

Unusual pets (PAGE 7)

B1 questions

- TASK 15:** Imagine photos 14 & 17 (or 14 & 18, or 17 & 18) are from your photo album. Tell us who these people are, where they are and what they were doing when the photo was taken.
- TASK 16:** 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 17:** Imagine you are the boy in photo 15 or the girl in photo 14 (or 16). Tell me where you are, what you are going and how you are feeling.
- TASK 18:** Look at all the animals on this page. Tell us which of these animals most people would not want to have as a pet and why.

B2 questions

- TASK 19:** Imagine you know the people in photos 15 & 18. Tell us a few things about them (personality, hobbies and interests).
- TASK 20:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "living dangerously". Tell us why you think the photos you have chosen are suitable.
- TASK 21:** Imagine photos 15 & 18 and 13 & 16 accompany two different articles in a magazine. Tell us what each article is about.
- TASK 22:** Look at all the photos on this page. Tell us which one should get the 'photo of the year' award and why.

School days (PAGE 8)

B1 questions

- TASK 23:** Imagine you are one of the people in photo 19 (or 21). Tell us who you are, where you are and what you were doing when the photo was taken.
- TASK 24:** 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 25:** Imagine photos 19 & 22 (or 20 & 22) are from your school's photo album. Tell us when the photos were taken, who the people in the photos are and what they were doing when the photos were taken.

B2 questions

- TASK 26:** Imagine you took photo 23 (or 24). Tell me when you took it and why.
- TASK 27:** Photos 21 & 23 (or 23 & 24) are from two days you will remember all your life. Tell us what happened these days and why these days are so important to you.
- TASK 28:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Activities for primary school children". Tell us why you think the photos you have chosen are suitable.

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

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

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

ACTIVITY 3: ORAL MEDIATION

Summer activities for children (PAGE 9)

TASK 1

- B1:** Imagine I cannot go on holiday this summer. Read your text and tell me what activities I can do with my children outdoors.
- B2:** Imagine your German friend's children like music and dance. Read your text and tell them what activities they can do during the summer holidays.

TASK 2

- B1:** Imagine I cannot go on holiday this summer. Read your text and tell me what activities I can do with my children outdoors.
- B2:** Imagine your Italian friend's children like writing and drawing. Read your text and tell them what activities they can do during the summer holidays.

TASK 3

- B1:** Imagine my children who are teenagers are going to spend most of their summer holidays at home this year. Read your text and tell me four activities they could do on their own, without my supervision.
- B2:** Imagine you are an arts teacher giving a talk to a group of parents on activities to do with children to develop their artistic skills. Using information from your text, tell me what points you will include in your talk.

TASK 4

- B1:** Imagine I cannot go on holiday this summer. Read your text and tell me what activities I can do with my children outdoors.

- B2:** Imagine you are an arts teacher giving a talk to a group of parents on activities to do with children to develop their artistic skills. Using information from your text, tell me what points you will include in your talk.

Football in ancient Greece (PAGE 10)

TASK 5

- B1:** Imagine your German friend Herman does not know anything about “episkyros”. Using information from your text tell him what it is and who played it.
- B2:** Imagine you are giving a talk at a sports centre about the history of football. Using information from your text, tell me what points you will include in your talk about the game “mob football”.

TASK 6

- B1:** Imagine your German friend Herman does not know anything about “episkyros”. Using information from your text tell him who played “episkyros” and what they played it with.
- B2:** Imagine you are a history teacher at a high school. Using information from your text, tell your students how the game “episkyros” was played.

Napoleon museum reopens (PAGE 11)

TASK 7

- B1:** Imagine I do not know anything about the museum dedicated to Napoleon. Read your text and tell me where it is and who visits it.
- B2:** Imagine your Spanish friend Maria-Emilia is visiting Paris this summer. Using information from your text, tell her why she should visit the museum dedicated to Napoleon.

TASK 8

- B1:** Imagine I do not know anything about the museum dedicated to Napoleon. Read your text and tell me where it is and who visits it.
- B2:** Imagine you are writing a promotion leaflet for the museum dedicated to Napoleon. Using information from your text, tell us what pieces of information you will include in the leaflet.

Two Greek islands (PAGE 12)

TASK 9

- B1:** Imagine your Italian friend Valentina is visiting Samos next week. Read Text 1 and tell her about the landscape of Samos, its capital and its products.
- B2:** Imagine you are a geography teacher at a high school who wants to explain to his/her students why Samos is considered a lucky island. Using information from Text 1, tell me what points you will include in your talk.

TASK 10

- B1:** Imagine I do not know anything about Telendos. Read Text 2 and tell me a few things about it, such as, where it is, its population, and its landscape.
- B2:** Imagine your Belgian friend Hans, who is an arts teacher, is planning to visit a Greek island this year to relax. Using information from Text 2, tell him why it is worth visiting Telendos, especially in the summer.

TASK 11

- B1:** Imagine I do not know anything about Telendos. Read Text 2 and tell me a few things about it, such as, where it is, its population and how one can get there.
- B2:** Imagine your Belgian friend Hans, who is an arts teacher, is planning to visit a Greek island this year to relax. Using information from Text 2, tell him why it is worth visiting Telendos, especially in the summer.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

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

POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

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

NOTE:

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

B LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

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

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

1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR B1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR B1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR B1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR B2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR B2)
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