

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 do you prefer doing in your free time?

B2: Why do you think young people have less free time nowadays?

SET 2

B1: What do you usually have for breakfast and what for dinner?

B2: Do you prefer eating home-made food or having your food delivered? 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 3

- B1: How did you meet your best friend?
 B2: What characteristics do you look for in a good friend?

SET 4

- B1: Do you use a mobile phone? If yes, what do you use it for? If no, why not?
 B2: What age do you think is appropriate for children to be given a mobile phone and why?

SET 5

- B1: Do you have an account on facebook or some other social media? Why or why not?
 B2: In your free time, do you prefer hanging out with your friends or chatting with your friends on the computer and why?

SET 6

- B1: Do you think boys and girls like different colors and why?
 B2: How do you believe colors affect your mood?

SET 7

- B1: Do you believe in good luck? If yes, do you have any special object that brings you good luck? If no, why not?
 B2: Do you believe people succeed in life because of luck or because of hard work and why?

SET 8

- B1: What environmental problems are the most important in Greece?
 B2: Do you think that the attitude of the Greeks on environmental protection has changed in relation to the past? Why or why not?

SET 9

- B1: Do you use means of transportation often? If yes, which one/s? If not, why not?
 B2: If you were the mayor of your city, what would you do in order for the residents to use bicycles more often?

SET 10

- B1: Would you prefer to learn a foreign language alone or in a group and why?
 B2: Do you think it's useful to know several foreign languages? Why or why not?

SET 11

- B1: What did you do during the Easter holidays?
 B2: What is the funniest thing that has ever happened to you during your holidays?

SET 12

- B1: What do you do in the evenings on weekdays?
 B2: Would you prefer going to school /university /work in the evening some days a week? Why or why not?

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

STREET SCENES (PAGE 6)

B1 questions

TASK 1: Imagine you know the people in photo 6. Tell us who they are, where they were and what they were doing when the photo was taken.

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

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.

B2 questions

TASK 4: Imagine you took photo 4 (or 5). Tell us who these people are, what they were doing when the photo was taken and what they did afterwards.

TASK 5: Imagine you know the woman in photo 1 and the man in photo 3. Tell us a few things about them (personality, hobbies and interests).

TASK 6: Imagine you are one of the people in photo 5 (or 2). Tell us who you are, who else is with you and what you were talking about when the photo was taken.

PEOPLE EATING (PAGE 7)

B1 questions

TASK 7: Imagine you are one of the people in photo 11 (or 10, or 12). Tell us where you are, what you are doing and what you did the day the photo was taken.

TASK 8: Imagine you know the people in photo 7 (or 8, or 11, or 12). Tell us who they are, where they are and what they were doing when the photo was taken.

TASK 9: Imagine photos 10 & 9 (or 8 & 12) are from your family's photo album. Tell us who these people are, when these photos were taken and how the people were feeling then.

B2 questions

TASK 10: Look at photos 7, 9 & 10. Tell us in which of these places you would like to go and eat and why.

TASK 11: Imagine you took photos 9 & 10. Tell us when you took them and why.

TASK 12: Look at photos 7 & 9. Choose a photo you think could appear in a lifestyle magazine. Tell us why you think the photo you have chosen is suitable.

PEOPLE SHOPPING (PAGE 8)

B1 questions

TASK 13: Imagine you are one of the people in photo 16 (or 15). Tell us where you are, who you are with and what you are doing there.

TASK 14: Imagine you visited the shop in photo 13 yesterday. Tell us where it is, why you went there and what you bought.

TASK 15: Imagine photos 13 & 18 are from your family's photo album. Tell us who the women in the photos are, where they were and what they did the day their photo was taken.

TASK 16: Imagine you know the people in photo 16. Tell us who they are, where they were when the photo was taken and what they did afterwards.

TASK 17: Imagine you know the woman in photo 14. Tell us where she is, what she is doing and what she did afterwards.

B2 questions

TASK 18: Imagine you know the man in photo 17. Tell us where he is, what he is doing and what he is going to do next.

TASK 19: Imagine you took photo 15. Tell us where the women in the photos are, what they are looking at and what they did the rest of that day.

TASK 20: Look at the shoppers in photos 13 & 15 (or 17 & 18). Tell us what products you think they are going to buy, for whom and why.

PEOPLE ON THE PHONE (PAGE 9)

B1 questions

TASK 21: Imagine you know the man in photo 19 (or 22, or the woman in photo 21). Tell us who she/he is, where she/he was when the photo was taken and what she/he was doing there.

TASK 22: Imagine you are one of the people in photo 23. Tell us who you are, who you are with and what you were doing when the photo was taken and what you did afterwards.

TASK 23: 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 24: Imagine you know the women in photos 21 & 24. Tell us who they are, where they were when their photo was taken and what they were doing.

B2 questions

TASK 25: Imagine you are sitting next to the man in photo 22 (or you are walking behind the woman in photo 24). Tell us who she/he is, who she/he is talking to and what she/he is talking about.

TASK 26: Imagine you know the man in photo 19 and the woman in photo 24. Tell us a few things about them (about their personality, hobbies and interests).

TASK 27: Imagine you know the women in photos 21 and 24. Tell us who they are, why you took their photo and how they were feeling when the photo was taken.

TASK 28: Imagine you know the woman in photo 20. Tell us where she was when the photo was taken and what happened before and after the photo was taken.

TASK 29: Imagine the man in photo 19 is talking to the woman in photo 21 (or 20). Tell us how they are related, what they are talking about and what they did after the photo was taken.

TASK 30: Choose two photos that you think could appear in a mobile phone campaign's brochure. Tell us why you think these two photos are most suitable.

SCHOOL DAYS (PAGE 10)

B1 questions

TASK 31: Imagine you are one of the people in photo 29 (or 30, or 27). Tell us who you are, where you are and what you were doing when the photo was taken.

TASK 32: 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 33: Imagine photos 26 & 27 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 34: Look at all the photos on this page. Choose two photos that you think could accompany an article on "Benefits of cooperation". Tell us why you think the photos you have chosen are suitable.

TASK 35: Photos 27 & 28 (or 25 & 29) are from two days you will remember all your life. Tell us what happened that day./ why these days are so important to you.

TASK 36: Look at all the photos on this page. Choose two photos that you think could accompany an article on "Activities for pre-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

EUROPEAN UNION PRIZE FOR LITERATURE (PAGE 11)

TASK 1

B1: Read your text and tell us about the family of Makis Tsitas.

B2: Imagine you are presenting the book *God is my witness* by Makis Tsitas to a group of students studying literature. Read your text and tell them what it is about.

TASK 2

B1: Read your text and tell us about the childhood of Makis Tsitos.

B2: Imagine your Italian friend Carlo is an editor who wants to know about the work of Makis Tsitas. Read your text and tell him about it.

TASK 3

B1: Read your text and tell us about the family of Makis Tsitas.

B2: Imagine your Italian friend Carlo is an editor who wants to know about the work of Makis Tsitas. Read your text and tell him about it.

TASK 4

B1: Read your text and tell us about the childhood of Makis Tsitos.

B2: Imagine you are presenting the book *God is my witness* by Makis Tsitas to a group of students studying literature. Read your text and tell them what it is about.

"GREEN" SUPERMARKET IN BERLIN (PAGE 12)**TASK 5**

- B1: Your Spanish friend Maria is moving to Germany. Read your text and tell her where the green supermarket is and what she can buy there.
- B2: Imagine you are presenting interesting business initiatives to an environmental action group. Using information from your text, tell us what points you will include in your presentation of the green supermarket of Berlin.

TASK 6

- B1: Your Spanish friend Maria is moving to Germany. Read your text and tell her where the green supermarket is and what she can buy there.
- B2: Imagine I live in Berlin. Using information from your text tell me how I can do my shopping at the green supermarket of Berlin.

FAMOUS SWEET CORNERS (PAGE 13)**TASK 7**

- B1: Read your text and tell me about the two most important years for the bakery *Escriba* in Barcelona.
- B2: Imagine your German friend Helga and her family are visiting Paris next month. Using information from your text, try to persuade her to visit *Pain de Sucre*.

TASK 8

- B1: Read your text and tell us how and why Antronio Escriba Serra's bakery became famous in Spain and outside it.
- B2: Imagine your Irish friend Helen, who likes sweets, is visiting Paris next month. Read your text and try to convince her to go to eat sweets at the *Pain de Sucre*.

HOLIDAYS WITH PETS (PAGE 14)**TASK 9**

- B1: Imagine I want to take my cat and dog by car on holidays this summer. Using information from your text, tell me a few things that I should know.
- B2: Imagine your Italian friend Nicola, who is visiting by boat several Greek islands next year, wants to take his dog with him. Using information from your text, inform him about what he should do when travelling by boat.

TASK 10

- B1: Imagine your German friend Hans who likes travelling by train wants to take his cat with him on holidays this summer. Using information from your text, tell him a few things that she should know.
- B2: Imagine your Italian friend Nicola who is visiting by boat several Greek islands next year wants to take his dog with him. Using information from your text, inform him about what he should do when travelling by boat.

TASK 11

- B1: Imagine I want to take my cat and dog by car on holidays this summer. Using information from your text, tell me a few things that I should know.
- B2: Imagine I like taking my dog to the beach with me. Read your text and tell me about the law relating to dogs on beaches.

TASK 12

- B1: Imagine your German friend Hans who likes travelling by train wants to take his cat with him on holidays this summer. Using information from your text, tell him a few things that she should know.
- B2: Imagine I like taking my dog to the beach with me. Read your text and tell me about the law relating to dogs on beaches.

WALDEN: THE VIDEO GAME (PAGES 15)**TASK 13**

- B1: Read your text and tell us who Henry David Thoreaux was and what he did in 1844.
- B2: Imagine that your English friend Jane wants to buy a video game for her daughter who likes literature. Using information from your text, tell her about the video game *Walden*.

TASK 14

- B1: Imagine I do not know anything about the life of Henry David Thoreaux. Using information from your text, tell me why 1844 and 1854 are important dates in his life.
- B2: Imagine that your English friend Jane wants to buy a video game for her daughter who likes literature. Using information from your text, tell her about the video game *Walden*.

TASK 15

- B1: Imagine I do not know anything about the life of Henry David Thoreaux. Using information from your text, tell me why 1844 and 1854 are important dates in his life.
- B2: Imagine that your Italian friend Marco wants to learn a few things about Henry David Thoreaux. Using information from your text, tell him how he lived when he was in Walden forest.

HOLIDAYS IN SYROS (PAGE 16)**TASK 16**

- B1: Imagine your Italian friend Monika is going to spend her summer holidays in Syros. Read your text and tell her where she can swim and eat in Syros.
- B2: Read your text and tell me how I can go to Syros and what I can see there.

TASK 17

- B1: Imagine your Italian friend Monika is going to spend her summer holidays in Syros. Read your text and tell her where she can swim and how she can travel around in Syros.
- B2: Read your text and tell me how I can go to Syros and what I can see there.

TASK 18

- B1: Imagine your Italian friend Monika is going to spend her summer holidays in Syros. Read your text and tell her where she can eat and how she can travel around in Syros.
- B2: Read your text and tell me how I can go to Syros and what I can see there.

TASK 19

- B1: Imagine your Italian friend Monika is going to spend her summer holidays in Syros. Read your text and tell her where she can swim and eat in Syros.
- B2: Imagine your Belgian friend Lisa wants to visit a Greek island this summer. Read your text and tell her why Syros is worth visiting.

TASK 20

- B1: Imagine your Italian friend Monika is going to spend her summer holidays in Syros. Read your text and tell her where she can swim and how she can travel around in Syros.
- B2: Imagine your Belgian friend Lisa wants to visit a Greek island this summer. Read your text and tell her why Syros is worth visiting.

TASK 21

- B1: Imagine your Italian friend Monika is going to spend her summer holidays in Syros. Read your text and tell her where she can eat and how she can travel around in Syros.
- B2: Imagine your Belgian friend Lisa wants to visit a Greek island this summer. Read your text and tell her why Syros is worth visiting.

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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ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ