

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:** Tell us a few things about the neighbourhood you live in.

**B2:** What would you change in your neighbourhood and why?

#### SET 2

**B1:** Tell us what you like to eat for lunch or dinner when at home, and what when you go out for a meal.

**B2:** What type of healthy, nutritious foods do you eat, and what types of food do you dislike?

### 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:** Who is your favourite actor/ actress and what do you like about him/ her?  
**B2:** If you could spend a day with anyone in the world, who would that be and what would you do with him/ her?

**SET 4**

- B1:** Do you like to spend a lot of your free time with your friends? Why or why not?  
**B2:** Occasionally we all argue with members of our family or with friends. What is the most common cause of arguments between you and family members or friends?

**SET 5**

- B1:** Do you enjoy your art classes at school?/ Did you enjoy your art classes when you were at school? Why or 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:** What do you usually read? Do you read this material in printed form or online? Why?  
**B2:** Tell us about a good book/ article or any other kind of text that you have recently read.

**SET 7**

- B1:** Which was your favourite hobby as a child? Tell us about it.  
**B2:** Why do you think people need hobbies?

**SET 8**

- B1:** What is your favourite TV or radio programme and why? If you don't have one, tell us what you generally like to watch or listen to, and why.  
**B2:** Are there any TV programmes you do **not** like to watch? Why?

**SET 9**

- B1:** Tell us a few things about your favourite subjects at school/ college/ university.  
**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 10**

- B1:** Tell us about some things you could not do when you were in Elementary/ Primary school.  
**B2:** Where would you like to study/ work in the near future and why?

**SET 11**

- B1:** What type of work do you enjoy doing?  
**B2:** Have you ever had a (summer) job? If yes, could you tell us about it? If no, would you like to have one (this summer)? Why/ why not?

**SET 12**

- B1:** What three things do you always take with you when you go on holiday and why?  
**B2:** Who would you take with you if you were going on holiday in Europe and 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****UNUSUAL WEDDINGS (PAGE 6)****B1 questions**

**TASK 1:** Imagine photo 1 is from your family's photo album. Tell us who these people are, where they are and what they did the day the photo was taken.

**TASK 2:** Imagine you are one of the people in photo 5. Tell us where you were, who you were with and how you were feeling.

**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 know the couple in photo 1 (or 2 or 3 or 4 or 5 or 6). Tell us a few things about them (personality, hobbies and interests).

**TASK 5:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Totally extreme weddings". Tell us why you think the photos you have chosen are suitable.

**TASK 6:** Imagine you are the photographer who took all these photos. Tell us which one you enjoyed taking the most and why.

**TASK 7:** Imagine you are the photographer who took photos 2 & 3 (or 2 & 6, or 3 & 6). Tell us which one was more difficult to take and why.

**TASK 8:** Look at all the photos on this page. Tell us which of these places you would never consider getting married in and why.

**HOME ACTIVITIES (PAGE 7)****B1 questions**

**TASK 9:** Imagine you know the woman in photo 8. Tell us who she is, where she is and what she was doing when the photo was taken.

**TASK 10:** Imagine photos 10 & 11 are from your family's photo album. Tell us who these people are, where they are and what they did the day each photo was taken.

**TASK 11:** Imagine you know the people in photo 9. Tell us who they are, where they are and what they were doing when the photo was taken.

**B2 questions**

- TASK 12:** Imagine you know the man and the woman in photos 7 & 12. Tell us a few things about them (personality, hobbies and interests).
- TASK 13:** Imagine you took photos 7 & 12. Tell us when you took them and why.
- TASK 14:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Modern and traditional families". Tell us why you think the photos you have chosen are suitable.

**ON A BICYCLE (PAGE 8)****B1 questions**

- TASK 15:** Imagine you are one of the people in photo 17 (or 16). Tell us who you are with, where you are and what you are doing there.
- TASK 16:** 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 17:** Imagine you are one of the people in photo 13 (or 14). Tell us where you are, who you are with and where you are going.
- TASK 18:** Imagine photo 15 is from your family's photo album. Tell us who the people in the photo are, where they are and how they were feeling when the photo was taken.

**B2 questions**

- TASK 19:** Imagine photos 17 & 18 were taken last weekend. Tell us what you did last weekend.
- TASK 20:** Imagine you know the persons in photo 13 (or 14). Tell us a few things about them (personality, hobbies and interests).
- TASK 21:** Imagine photos 16 & 18 are from the best day of your summer holidays. Tell us what happened that day.

**PEOPLE IN BED (PAGE 9)****B1 questions**

- TASK 22:** Imagine you know the people in photo 19 (or the woman in photo 21). Tell us who these people are/ this woman is, what they were/ she was doing when the photo was taken and what they/ she did afterwards.
- TASK 23:** Imagine photo 20 is from your photo album. Tell us who these people are, where they were when photo was taken and how they were feeling.
- TASK 24:** Imagine you are one of the people in photo 24. Tell us who you are, who you are with and what happened that day.
- TASK 25:** 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 26:** Imagine photos 20 & 24 are from your photo collection and were taken last weekend. Tell us what you did last weekend.
- TASK 27:** Imagine you know the people in photos 22 & 24. Tell us a few things about them (about their personality, hobbies and interests).
- TASK 28:** Imagine you took photo 23. Tell us who this man is, why you took the photo and how he was feeling when the photo was taken.
- TASK 29:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "The happiest moments of our life". Tell us why you think the photos you have chosen are suitable.

**PEOPLE TAKING PICTURES (PAGE 10)****B1 questions**

- TASK 30:** Imagine you are one of the people in photo 26. Tell us where you were, who you were with and how you were feeling when the photo was taken.

**TASK 31:** Imagine photos 27 & 28 are from your photo album. Tell us who these people are, where they were and why they were taking photos.

**TASK 32:** Imagine photo 30 is from your family's photo album. Tell us who the people in the photo are, where they are and what they are taking pictures of.

### B2 questions

**TASK 33:** Imagine you know the people in photos 27 & 28 (or 25 & 30). Tell us a few things about them (about their personality, hobbies and interests).

**TASK 34:** Imagine photo 29 is from your sister's/ daughter's photo album. Tell us what you think happened the day the photo was taken and how she was feeling.

**TASK 35:** Imagine photos 26 & 29 (or 25 & 26, or 25 & 29) are from your sister's/ daughter's photo album and they were taken on a different day. Tell us which of these days you think she will never forget and why.

## 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

#### HOW TO STAY AWAKE AT WORK (PAGE 11)

##### TASK 1

**B1:** Read your text and tell us how many hours one should sleep and what one should eat so as not to fall asleep at work.

**B2:** Imagine your Italian friend Mario often feels sleepy at work because he sits at a desk all day. Read your text and tell him what to do to avoid falling asleep.

##### TASK 2

**B1:** Read your text and tell us about the importance of sleep.

**B2:** Imagine I get easily bored at work and I often feel sleepy. Read your text and tell me what to do to avoid getting bored at work.

**SMART PYJAMAS (PAGE 12)****TASK 3**

- B1:** Read your text and tell me who these pyjamas are for, what they do and how much they cost.
- B2:** Imagine you are presenting new products to a group of parents. Using information from your text, tell us what points you will include in your presentation of smart pyjamas.

**SELF-DRIVING ELECTRIC CAR (PAGE 12)****TASK 4**

- B1:** Read your text and tell me what the advertized car will be used for, when it will be available and how much it will cost.
- B2:** Imagine I am an engineer interested in cars. Read your text and tell me how the new self-driving car works.

**DOGS KEEP YOU YOUNG (PAGE 13)****TASK 5**

- B1:** Read your text and tell me why I should get a dog for my mother/ grandmother.
- B2:** Imagine you are talking to a group of students studying to become vets. Using information from your text, tell us what points you will include in your talk about Dr Feng's research, its participants and its results.

**ALTERNATIVE TOURISM (PAGES 14 & 15)****TASK 6**

- B1:** Imagine I want to visit Provarma (in Crete) and Lefkes (in Paros) next summer. Read Texts 1 & 2 and tell me what I can do there and where I can stay and eat there.
- B2:** Imagine your Italian friend Nicola, who is interested in alternative medicine and cooking, is visiting Greece next year. Using information from Texts 1 & 2, tell him what he can do in Crete and Paros.

**TASK 7**

- B1:** Imagine I am a fan of alternative tourism and I have decided to visit Paros and Crete next summer. Read Texts 2 & 3 and tell me which places I could visit on each island and where I could stay and eat there.
- B2:** Imagine your German friend Helga, who likes music and cooking, is visiting Greece next year. Using information from Texts 2 & 3, tell her what she can do in Paros and Crete.

**TASK 8**

- B1:** Imagine I want to visit Kythnos and Lefkada next summer. Read Texts 4 & 5 and tell me which places I should visit on each island and where I could stay and eat there.
- B2:** Imagine your Spanish friend Carlo, who likes sports, is visiting Greece next year. Using information from Texts 4 & 5, tell him what he can do in Kythnos and Lefkada.

**GOJI BERRY (PAGE 16)****TASK 9**

- B1:** Read Text 1 and tell me what Goji Berry is and where it comes from.
- B2:** Imagine that your Spanish friend Maria does not know anything about Goji Berry. Read Text 1 and tell her about the health benefits of Goji Berry.

**TASK 10**

- B1:** Imagine your Belgian friend Mia does not use Goji Berry. Using information from Text 2, tell her how she can include Goji Berry in her diet.
- B2:** Imagine that I do not know anything about the Goji Berry fruit. Read Text 2 and tell me what the Goji Berry fruit looks like and how it can be used in cooking.

**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
<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**