

LEVEL B (B1 & B2) on the scale set by the Council of Europe
MODULE 4 Examiner Pack

November 2015

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 did you do yesterday?

B2: If you could, what would you like to change in your daily routine and why?

SET 2

B1: What do you usually do on your birthday?

B2: What would you choose as a birthday gift for your best friend and 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: Which season do you like best and why?

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

SET 4

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

B2: Do you think you'd like it if you had to go to school /university /work in the evening some days a week? Why or why not?

SET 5

B1: What did you do on the last October 28th holiday?

B2: When you are under a lot of pressure, what do you do and why?

SET 6

B1: What do you usually eat during breaks at school/ university/ work?

B2: Do you prefer studying/ working on a project by yourself or with a friend and why?

SET 7

B1: Do you listen to music often? If yes, when and what kind of music? / If no, why not and what do you do in your free time?

B2: Do you prefer listening to music at home or going to live performances and why?

SET 8

B1: Which is your favourite food, how often do you eat it and where?

B2: Would you ever consider trying strange/ exotic food such as frog's legs, snake and turtle soup? Why or why not?

SET 9

B1: Describe the place where you live and tell us what you like about it.

B2: If you could afford living anywhere in the world where would you like to live and why?

SET 10

B1: Tell us a few things about your favourite relative /friend.

B2: Who would you tell a secret to and why?

SET 11

B1: Have you ever travelled outside your village/ town/ city? If yes, where have you been and what did you do there? If no, which place would you like to visit and what would you like to do there?

B2: Tell us about a funny or strange thing that happened to you during your summer holidays.

SET 12

B1: Do you or somebody else in your family have a computer? If yes, in which room of your house is it, who uses it and what for? If no, why not?

B2: Have you ever tried to make friends online? If yes, what happened? If no, 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

PEOPLE'S FEELINGS (PAGE 6)

B1 questions

- TASK 1:** Imagine you know the people in photo 3 (or 4). Tell us who they are, where they were and what they were doing when the photo was taken.
- TASK 2:** Imagine photos 1 & 4 (or 2 & 3) 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.
- 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 2 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. Tell us who he is, where he was when the photo was taken, how he was feeling and what he did afterwards.
- TASK 6:** Imagine you know the people in photo 5. Tell us who they are, what they were doing when the photo was taken and how they were feeling.
- TASK 7:** Imagine you are one of the people in photo 3 (or 5). Tell us who you are, who else was with you and what you were talking about when the photo was taken.
- TASK 8:** Imagine you took photos 2 & 4 (or 1 & 6). Tell us when you took them and why.
- TASK 9:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Family relations". Tell us why you think the photos you have chosen are suitable.

AT THE AIRPORT (PAGE 7)

B1 questions

- TASK 10:** Look at photos 7 & 8 (or 9 & 10, or 11 & 12) and tell us where these people are and what they are doing there.
- TASK 11:** Imagine you are one of the people in photo 7 (or 8). Tell us where you were when the photo was taken, what you were doing and what you did afterwards.
- TASK 12:** 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 13:** Imagine you know the two girls in photo 12. Tell us what they were doing when the photo was taken, how they were feeling and what they did afterwards.
- TASK 14:** Imagine you know the man in photo 11. Tell us who he is, what he was doing when the photo was taken and what he did afterwards.

B2 questions

- TASK 15:** Imagine that photos 7 & 9 (or 8 & 10) on this page are from the first day of your holidays. Tell us what happened that day.
- TASK 16:** Imagine you took photos 8 & 11. Tell us when you took them and why.
- TASK 17:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Travelling by plane". Tell us why you think the photos you have chosen are suitable.

SPECIAL OCCASIONS (PAGE 8)**B1 questions**

- TASK 18:** Imagine you are one of the people in photo 13 (or 16, or 17). Tell us where you are, who you are with and what you are doing there.
- TASK 19:** Imagine photos 13 & 14 (or 15 & 16) 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 20:** 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 21:** Imagine you are one of the children in photo 15. Tell us where you were, what happened that day and what you did afterwards with your team.

B2 questions

- TASK 22:** Look at photos 14 & 15. Suppose that you know these people very well. Tell us what your relationship with them is, what they're doing there and why they've sent you the photo.
- TASK 23:** Imagine you took photos 13 & 14 (or 15 & 17, or 16 & 18). Tell us when you took them and why.
- TASK 24:** 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 25:** Imagine the people in photos 13 & 15 (or 15 & 16) are friends of yours. Tell us the occasion they were celebrating, and how they were feeling.
- TASK 26:** Look at photo 18 (or 16). Try to guess who these people are and where they are, what they are doing and what you think they are going to do next.
- TASK 27:** Look at photos 15 and 17. Imagine that these photos were taken when you were a child. Tell us about these photos (where you are, what is happening, who else is in the photos and why they were taken).
- TASK 28:** Photos 13 & 14 (or 14 & 18) are from two days you will remember all your life. Tell us why these days are so important to you.

PEOPLE WRITING (PAGE 9)**B1 questions**

- TASK 29:** Imagine you know the people in photos 19 & 22 (or 20 & 23). Tell us who they are, where they are and what they are doing there.
- TASK 30:** Imagine the boy in photo 19 and the woman in photo 20 live in the same house. Try to guess how they are related, where they are and what they are writing.
- TASK 31:** 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 32:** Imagine you are one of the people in photo 21. Tell us what you are doing, what you did the day before and what after the photo was taken.
- TASK 33:** Look at photos 20 & 24 (or 20 & 22, or 22 & 24). Try to guess who these people are writing to, what they are writing about and how they were feeling when the photo was taken.
- TASK 34:** Imagine you know the people in photos 23 and 24 (or 21 & 22). Tell us who they are, why you took their photo and how they were feeling when the photo was taken.

MODERN DESIGN (PAGE 10)**B1 questions**

- TASK 35:** Imagine your sister/ mother is the woman in photo 27 (or 28, or 30). Tell us where she was when the photo was taken, what she was doing and what she did afterwards.
- TASK 36:** Imagine photos 26 & 27 (or 29 & 30, or 25 & 26) are from your cousin's house who is fond of modern design. Describe them to us.
- TASK 37:** 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 38:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Practical and ecological solutions for the home". Tell us why you think the photos you have chosen are suitable.
- TASK 39:** Look at photos 25 & 29. Tell us what kind of people you think have this kind of furniture in their house.
- TASK 40:** Look at all the photos of examples of modern design on this page. Tell us to which one you would give the modern design of the month award and why.
- TASK 41:** Imagine you know the women in photos 28 & 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

ART FOR KIDS (PAGE 11)

TASK 1

- B1:** Read Text 1 and tell us when the advertised workshops will take place, what one must do to participate and how one can get more information.
- B2:** Imagine my children like cartoons. Read Text 1 and tell me about the content of the advertised workshops.

TASK 2

- B1:** Read Text 1 and tell us when the advertised workshops will take place, what one must do to participate and how one can get more information.
- B2:** Imagine you are giving a talk to a group of elementary school children's parents. Read Text 1 and tell them why they should take their children to the advertised workshops.

TASK 3

- B1: Read Text 2 and tell us when and where the Schoolwave concert will take place and who will participate in it.
- B2: Imagine your English friend Anna wants to take her children to a concert next weekend. Using information from Text 2, tell her about the four bands that will participate in the advertised concert.

TASK 4

- B1: Read Text 2 and tell us when and where the Schoolwave concert will take place and who will participate in it.
- B2: Using information from Text 2, tell us why the concert advertised is important for new musicians and what is so unusual about it.

HEALTHY LIVING (PAGE 12)

TASK 5

- B1: Imagine I want to start some kind of exercise. Using information from Text 1, tell me what time of the day I should exercise and what I should eat before and after exercising.
- B2: Your Spanish friend Maria, who wants to keep fit, exercises in the evening. Read Text 1 and tell her why it is better for her to exercise in the morning.

TASK 6

- B1: I like eating sweets. Using information from Text 2, tell me how often I should eat and what else I could eat instead of a sweet.
- B2: Imagine your German friend Karl eats sweets all the time. Using information from Text 2, tell him why eating a lot of sweets is bad for him and what he should do to avoid eating sweets.

HOLIDAY DESTINATIONS (PAGE 13)

TASK 7

- B1: Imagine I want to visit Mathraki. Read Text 1 and tell me where it is and how I can go there.
- B2: Imagine your Spanish friend Antonio is visiting Mathraki next summer. Using information from Text 1, tell him where he can stay and what he can do in Mathraki.

TASK 8

- B1: Imagine I want to visit Mathraki. Read Text 1 and tell me where it is and how I can go there.
- B2: Imagine your Italian friend Nicola and his family are going camping in Mathraki next summer. Using information from Text 1 tell him where he can eat and what he can do there.

TASK 9

- B1: Imagine I want to visit Mathraki. Read Text 1 and tell me where it is and how I can go there.
- B2: Imagine you are writing a tourist guide for Mathraki. Using information from Text 1, tell us what you will include in the guide about Mathraki.

TASK 10

- B1: Imagine your English friend John and his family are thinking of spending a weekend in Nafplio next spring. Read Text 2 and tell him where he can stay and where he can eat in Nafplio.
- B2: Imagine I am thinking of spending a weekend in Nafplio. Using information from your Text 2 and tell me why Nafplio is worth visiting.

TASK 11

- B1: Imagine your English friend John and his family are thinking of spending a weekend in Nafplio next spring. Read Text 2 and tell him where he can stay and where he can eat in Nafplio.
- B2: Imagine you are writing a tourist guide for Nafplio. Using information from Text 2, tell us what you will include in the guide about Nafplio.

STARDOM RUNS IN THE FAMILY (PAGE 14)

TASK 12

- B1: Imagine I don't know anything about Anoushka Shankar. Read your Text 1 and tell me where she was born, who her father was, and when she sang for the first time.
- B2: Imagine I must introduce Anoushka Shankar to an audience. Using information from Text 1, tell me a few things about her career.

TASK 13

- B1: Imagine I don't know anything about Anoushka Shankar. Read Text 1 and tell me where she was born, which places she has lived in, where she sang for the first time and the name of her first album.
- B2: Imagine I must introduce Anoushka Shankar to an audience. Using information from Text 1, tell me a few things about her career.

TASK 14

- B1: Imagine I don't know anything about Anoushka Shankar. Read Text 1 and tell me where she was born, who her father was, and when she sang for the first time.
- B2: Everybody is talking about Anoushka Shankar these days. Using information from Text 1, tell us why.

TASK 15

- B1: Imagine I don't know anything about Anoushka Shankar. Read Text 1 and tell me where she was born, which places she has lived in, where she sang for the first time and the name of her first album.
- B2: Everybody is talking about Anoushka Shankar these days. Using information from Text 1, tell us why.

TASK 16

- B1: Imagine I don't know anything about Eleonora Zouganeli. Read Text 2 and tell me where and when she was born, who her parents are, and when she sang for the first time.
- B2: Imagine your German friend Jan likes Greek music. Using information from Text 2, tell him about Eleonora Zouganeli's career.

TASK 17

- B1: Imagine I like the voice of Eleonora Zouganeli. Read Text 2 and tell me a few things about her music albums.
- B2: Imagine you have been asked to present Eleonora Zouganeli to an audience. Using information from Text 2, tell us what you will say about her.

TASK 18

- B1: Imagine I don't know anything about Eleonora Zouganeli. Read Text 2 and tell me where and when she was born, who her parents are, and when she sang for the first time.
- B2: Imagine you have been asked to present Eleonora Zouganeli to an audience. Using information from Text 2, tell us what you will say about her.

TASK 19

- B1: Imagine I like the voice of Eleonora Zouganeli. Read Text 2 and tell me a few things about her music albums.
- B2: Imagine your German friend Jan likes Greek music. Using information from Text 2, tell him about Eleonora Zouganeli's career.

ENTERTAINMENT "IN CRISIS" (PAGE 15)

TASK 20

- B1: Read Text 1 and tell us what time of the day coffee shops are full and what kind of people one can see there.
- B2: Imagine your Dutch friend Helga is visiting Athens for the first time. Using information from Text 1, tell her why coffee shops thrive despite the crisis.

TASK 21

- B1: Read Text 2 and tell us how often people go out in our days and where they usually go.
- B2: Imagine your Swiss friend Johan is back in Athens after ten years of absence. Using information from 2, tell him why these days Greeks stay at home and what they do.

MEDICAL NEWS (PAGE 16)**TASK 22**

- B1: Imagine I do not know anything about Kalambratsidou. Read Text 1 and tell me about her studies and what she accomplished.
- B2: Imagine you are giving a talk to a group of scientists. Read Text 1 and tell them about Kalambratsidou's invention.

TASK 23

- B1: Read Text 2 and tell me about how the research of the University of St. Ylatsen was carried out.
- B2: Imagine your Italian friend's Belinda son is in front of the computer screen all day. Using information from Text 2 tell her why she should encourage her son play outdoors.

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