

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: What would you like to do next weekend?

B2: Do you prefer spending your free time alone, with one close friend or with several people? Why?

SET 2

B1: Which sports do you like watching and which do you like playing? Why?

B2: How important is exercise for you?

SET 3

B1: Do you have breakfast every morning? If yes, what do you usually have for breakfast and why? If no, why not?

B2: What is the most unusual thing you have ever eaten? Did you like it? Why or why not?

OR

B2: (**For older candidates**) Are there any foods that bring special memories to you? What are they and what memories do they bring?

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:** How do you like spending your time when you are on holiday?
B2: Tell me about the worst holiday you have ever had.

SET 5 (for older candidates)

- B1:** Which was the best party you have ever been to? Tell me about it and why you say it was the best.
B2: Imagine that you're organizing a party for a special occasion. Tell me how you'd prepare for it.

SET 6

- B1:** Can you tell me a few things about your house?
B2: If you could make some changes to your house, which would these be?

SET 7

- B1:** Do you have a favourite book? If yes, tell me about it. If no, why not?
B2: Tell me about a piece of news that you recently read (or heard) about that impressed you.

SET 8

- B1:** Tell me about your favourite teacher at school/ university.
B2: Have you ever used the internet for a project at school / university/ work? If yes, what information did you look for? If not, where do you search for information?

SET 9

- B1:** Would you mind moving to another city in Greece in the future? If yes, why? If no, why not?
B2: What is the most beautiful place you have ever visited? Why did you like it?

SET 10

- B1:** Do you like helping your parents/ family/ friends in the kitchen? If yes, why? If no, why not?
B2: Is housework a responsibility of women, men or both? Why?

SET 11

- B1:** What do you usually do during breaks at school/ university/ work?
B2: Which is your dream job and what qualifications would you need for it?

SET 12

- B1:** Do you like taking pictures when you go on holiday? If yes, what kinds of things do you take pictures of? If no, why not?
B2: Would you rather take selfies or have other people take pictures of you and why?

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

People taking pictures (PAGE 6)

B1 questions

- TASK 1:** Imagine you are one of the people in photo 5 (or 3). Tell me where you were, who you were with and how you were feeling when the photo was taken.
- TASK 2:** Imagine the man in photo 2 (or 6) is your brother (or the woman in photo 4 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.
- TASK 4:** Imagine photo 1 (or 5) is from your family's photo album. Tell me who these people are and where they were they were doing when the photo was taken.
- TASK 5:** Look at photos 1 & 2 (or 2 & 3, or 1 & 3). Tell me where these people are and what you think they are taking pictures of.

B2 questions

- TASK 6:** Imagine photos 1 & 3 (or 4 & 3) are from the first day of your holidays. Tell me what you did that day.
- TASK 7:** Look at photo 2 (or 6 or 4). Tell me who this man/ woman is, how he/she was feeling and what he/she did afterwards.
- TASK 8:** Imagine you took photos 1 & 3. Tell me when you took them and why.
- TASK 9:** Imagine you know the people in photos 2 & 4 (or 2 & 6). Tell me a few things about them (about their personality, hobbies and interests).

Smart products (PAGE 7)

B1 questions

- TASK 10:** Imagine photos 9 & 10 are from your cousin's house who is fond of smart products. Describe them to us.
- TASK 11:** Look at photo 8 (or 9 or 11). Explain why this is a "smart" product. Tell us what it does.

B2 questions

- TASK 11:** Look at all the photos of products on this page. Choose two photos that you think could accompany an article on "Practical and ecological solutions for the home". Tell me why you think the products you have chosen are suitable.
- TASK 12:** Look at all the photos of products on this page. Tell me to which one you would give the practical product of the year award and why.
- TASK 13:** Look at all the photos of products on this page. Tell me which of these you would buy as a present, who you would buy it for and why.

City scenes (PAGE 8)**B1 questions**

- TASK 14:** Imagine you are one of the people in photo 13 (or 18). Tell me where you were, who you were with and what you were doing there.
- TASK 15:** 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 16:** Imagine you were there when photo number 16 (or 15) was taken. Tell me what happened afterwards.
- TASK 17:** Imagine you are on one of the people in photo 14. Tell me where you are, where you are going and how you are feeling.
- TASK 18:** Imagine you are one of the people in photo 18. Tell me a few things about this place.

B2 questions

- TASK 19:** Imagine photos 15 & 13 (or 17 & 18) were taken last Sunday. Tell me what happened that day.
- TASK 20:** Photos 14 & 15 are from a day you will remember all your life. Tell me why this day was so important to you.
- TASK 21:** Imagine the man in photo 17 is also one of the people in photo 15. Tell me a few things about him (personality, hobbies and interests).
- TASK 22:** Imagine photos 15 & 17 (or 14 & 18) accompany articles in a magazine. Tell us what each article is about.

People having coffee (PAGE 9)**B1 questions**

- TASK 23:** Imagine the young woman in photo 19 (or 20) is your sister. Tell me where she was, what she was doing and what she did after the photo was taken.
- TASK 24:** Imagine know the people in photo 21 (or 22 or 23). Tell me who they are, where they are and what they were doing when the photo was taken.
- 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.
- TASK 26:** Imagine you are one of the people in photo 23. Tell us what you were doing the day the photo was taken.

B2 questions

- TASK 27:** Look at photo 22. Tell us how you think these people are related, how the woman (or man) is feeling in this photo and what he did right after the photo was taken.
- TASK 28:** Imagine you took photo 22 (or 24). Tell me when you took it and why.
- TASK 29:** Imagine you know the young woman in photo 20. Tell me a few things about her (personality, hobbies and interests).
- TASK 30:** Look at photo 19. Suppose that the young woman is looking at something that will be on the news the next day. Try to guess what the story is about.

At the university (PAGE 10)

B1 questions

- TASK 31:** Imagine you know one of the people in photo 26 (or 27, or 28). Tell me who s/he is, where s/he was and what s/he was doing when the photo was taken.
- TASK 32:** 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 you are one of the people in photo 26 (or 29). Tell me where you were, when the photo was taken and what you did after.
- TASK 34:** Imagine you know the rooms in photos 27 & 28. Tell me a few things about them.

B2 questions

- TASK 35:** Look at photo 29. Try to guess where these people are, what their relationship is and what they were doing when the photo was taken.
- TASK 36:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "The University Today". Tell me why you think the photos you have chosen are suitable.
- TASK 37:** Suppose your sister is one of the people in photos 26 & 27 (or 26 & 28). Explain where she was, who she was with and what she was talking about when the photo was taken.
- TASK 38:** Look at photo 25. Tell me where this photo was taken and what is happening.

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**Robots to do the work of humans (PAGE 11)****TASK 1**

- B1:** Imagine I do not know anything about what robots can do. Read your text and tell me what changes scientists believe that robots will bring about in 50 years.
- B2:** Imagine you are giving a talk at a science conference on the use of robots in the workplace. Using information from your text, tell me what points you will include in your talk.

The positive effects of humour (PAGE 12)**TASK 2**

- B1:** Read your text and tell me the definition of humour according to Martin & Kuiper.
- B2:** Imagine you are giving a talk at a wellbeing centre about how convenient it is to use humour when we talk to people we do not know well. Using information from your text, tell me what points you will include in your talk.

TASK 3

- B1:** Imagine your German friend Helga is always very serious. Using information from your text, tell her in what ways humour can help us in social relationships.
- B2:** Imagine you are giving a talk at a wellbeing centre about the usefulness of humour when talking to people we do not know well. Using information from your text, tell me what points you will include in your talk.

TASK 4

- B1:** Read your text and tell me the definition of humour, according to Martin & Kuiper.
- B2:** Imagine you are responsible for the "did you know?" column of a monthly magazine. Using information from your text tell me three least known facts about humour you will include in the column.

TASK 5

- B1:** Imagine your German friend Helga is always very serious. Using information from your text, tell her in what ways humour can help social relationships.
- B2:** Imagine you are responsible for the "did you know?" column of a monthly magazine. Using information from your text tell me three least known facts about humour you will include in the column.

TASK 6

- B1:** Read your text and tell me the definition of humour, according to Martin & Kuiper.
- B2:** Imagine you are giving a talk at a wellbeing centre about the usefulness of humour as a means of being accepted by others. Using information from your text, tell me what points you will include in your talk.

TASK 7

- B1:** Imagine your German friend Helga is always very serious. Using information from your text, tell her how humour helps social relationships.
- B2:** Imagine you are giving a talk at a wellbeing centre about the usefulness of humour as a means of being accepted by others. Using information from your text, tell me what points you will include in your talk.

Tips for a healthy diet (PAGE 13)**TASK 8**

- B1:** Read your text and tell me how often and what we should eat if we want to have a healthy diet.
- B2:** Imagine you are giving a talk at a health centre about the importance of a balanced diet. Using information from your text, tell me what points you will include in your talk.

TASK 9

- B1:** Read your text and tell me how often and what we should eat to have a healthy diet.
- B2:** Imagine your Italian friend Sofia gains and loses weight all the time. Using information from your text, tell her what she can do to keep her weight stable.

TASK 10

- B1:** Read your text and tell me how often we should eat if we want to have a healthy diet and what factors affect our weight.
- B2:** Imagine your Italian friend Sofia gains and loses weight all the time. Using information from your text, tell her what she can do to keep her weight stable.

Women of letters (PAGE 14)

TASK 11

- B1:** Imagine I do not know anything about Kiki Dimoula. Read your text and tell me about her life.
- B2:** Imagine you are a literature teacher at a high school who wants to present the work of Galatea Saranti to her students. Using information from your text, tell me what points you will include in your talk.

TASK 12

- B1:** Imagine I do not know anything about Kiki Dimoula. Read your text and tell me about her life.
- B2:** Imagine you are writing a short biography of Jacqueline de Romilly for your school magazine. Using information from your text, tell me what points you will include in your biography.

Can chocolate really help? (PAGE 15)

TASK 13

- B1:** Imagine your English friend Bruce eats a lot of chocolate. Read your text and tell him how much chocolate is good for his health and about the dangers of eating a lot of chocolate.
- B2:** Imagine I do not know anything about the research carried out by scientists from Harvard University did. Read your text and tell me a few things about it / how it was carried out.

TASK 14

- B1:** Imagine your English friend Bruce eats a lot of chocolate. Read your text and tell him how much chocolate is good for his health and about the dangers of eating a lot of chocolate.
- B2:** Imagine you are writing an article for a popular magazine about the positive effects of chocolate on the heart. Using information from your text, tell me what points you will include in your article.

Books: Zoom & Silent Love (PAGE 16)

TASK 15

- B1:** Read your text and tell me about the characters in the book "Zoom".
- B2:** Imagine your German friend Helga does not know anything about the book "Zoom". Using information from your text, tell her about its plot / story.

TASK 16

- B1:** Read your text and tell me about the characters in the book "Zoom".
- B2:** Imagine your French friend Marie wants to buy a book on friendship for her Greek friend's 15 year old daughter. Using information from your text, suggest to her to buy the book "Silent Love" and tell her about its plot / story.

TASK 17

- B1:** Read your text and tell me about the characters in the book "Silent Love".
- B2:** Imagine your German friend Helga does not know anything about the books "Zoom". Using information from your text, tell her about its plot / story.

TASK 18

- B1:** Read your text and tell me about the characters in the book "Silent Love".
- B2:** Imagine your French friend Marie wants to buy a book on friendship for her Greek friend's 15-year-old daughter. Using information from your text, suggest to her to buy the book "Silent Love" and tell her about the story.

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