



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

2018 B

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 did you do last weekend?

B2: Do you believe that you are a "lucky" person? Explain why or why not.

SET 2

B1: Tell us what you like to eat at home and when you're out, with friends.

B2: Do you or someone else you know enjoy cooking? Why or why not?

SET 3

B1: What three things do you always take with you when you go on holiday and why?

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

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

- the Interlocutor Frame for activities 1, 2 & 3

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

SET 4

- B1:** What do you usually read? Do you read this material in printed form or online?
B2: People simply do not read books today, if they don't have to – literature, history, biographies, etc. Why do you think?

SET 5

- B1:** Imagine you meet someone at a party and you want to get to know them. What do you tell him/her about you?
B2: What's the most unusual thing you've ever eaten? Did you like it? Why or why not? (What are your favourite tastes?)

SET 6

- B1:** Do you go to the theatre? If yes, what kind of plays do you like? If no, why not and what do you like to do instead?
B2: Are there any TV programmes you do **not** like and **never** to watch? Why?

SET 7

- B1:** Tell us a few things about your favourite place in your school / college/ university / work.
B2: If you had the power to make changes in your city / town, what would these be?

SET 8

- B1:** Do you or somebody else in your family have a computer at home? If yes, in which room of the house is it, who uses it and what for? If no, why would you like to have a computer?
B2: What internet sites do you visit regularly and why? / If you used a computer, what internet sites would you like to visit and why?

SET 9

- B1:** What do you usually do on Fridays after school / college / university / work?
B2: Tell us what qualities you look for when making new friends.

SET 10

- B1:** What's the first thing you do when you get to school/ university/ work?
B2: Where would you like to study/ work in the near future and why?

SET 11

- B1:** Would you like to live in the woods / by the sea? Why or why not?
B2: Would you ever consider travelling to space (the moon)? Why or why not?

SET 12

- B1:** Do you like travelling? Why or why not?
B2: If you won tickets to go to a remote island in South America for a week, would you go or give the tickets to someone else? Explain your choice.

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**When I was 10 (PAGE 5)****B1 questions**

TASK 1: Imagine your younger sister / daughter is in photos 1 & 2 (or 4 & 5). Tell us what she did on this day.

TASK 2: Imagine photos 1 & 4 (or 1 & 5, or 4 & 5) 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 3: Imagine the girl in photo 5 (or 1 or 4 or 3) is your younger sister / daughter. Tell me where she was, what she was doing and what she did after the photo was taken.

TASK 4: 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 5: Imagine the photos on this page 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.

TASK 6: Imagine you know the girl in photos 1, 3 & 4. Tell me a few things about her (about her personality, hobbies and interests).

TASK 7: 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 8: Imagine that photos 2 & 3 (or 4 & 6) accompany newspaper articles. Tell us what each article is about.

What's the problem? (PAGE 6)**B1 questions**

TASK 9: 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 10: Imagine you know the woman in photo 8 (or the man in photo 12). Tell us who he/she is, where she/he was when the photo was taken and what he/she did afterwards.

TASK 11: Imagine you are one of the people in photo 11. Tell us where you are, what you are doing and how you are feeling.

B2 questions

- TASK 12:** Look at photos 9 and 10. They are from the same magazine article. Tell us what the similarities between the photos are and what you think the article is about.
- TASK 13:** Look at photo 7. Suppose you live in this apartment building. Tell us what your reactions to this situation are.
- TASK 14:** Look at photo 9 (or 10). Suppose you are the owner of one of the vehicles in the photo. Describe what happened and how you felt when you saw your car. What did you do afterwards?
- TASK 15:** Look at all the photos on this page. Tell us which one should get the 'photo of the year' award and why.

Naughty children (PAGE 7)**B1 questions**

- TASK 16:** Imagine photos 13 & 14 (or 15 & 16, or 14 & 18, or 16 & 17) are from your photo album. Tell us who these people are, where they are and what they were doing when the photo was taken.
- TASK 17:** Imagine you are one of the children in photo 13 (or 14 or 15 or 16 or 17 or 18). Tell me where you are, what you are going and how you are feeling.
- TASK 18:** Imagine photo 14 (or 18) is from your photo album. Tell us who these people are, and what happened before and after the photo was taken.
- TASK 19:** 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 20:** Imagine that photos 14 & 15 and 16 & 17 accompany two different articles in a magazine. Tell us what each article is about.
- TASK 21:** Look at all the photos on this page. Tell us which one should get the 'photo of the year' award and why.
- TASK 22:** Imagine you took photos 13 & 14 (or 14 & 15, or 15 & 18, or 17 & 18). Tell us who these people are, why you took these photos and what you did after the photos were taken.

People on the go (PAGE 8)**B1 questions**

- TASK 23:** Imagine you are one of the people in photo 23 (or 21 or 22 or 24). Tell us who you are, who you are with and what you were doing when the photo was taken.
- TASK 24:** Choose one of the photos on this page. Don't tell me which one it is. Describe it to help me guess which one it is.
- TASK 25:** Imagine photos 22 & 23 (or 22 & 24, or 23 & 24) are from your family's photo album. Tell us when the photos were taken, who the people in the photos are and what they were doing when the photos were taken.

B2 questions

- TASK 26:** Imagine you know the people in photos 19 & 20. Tell us a few things about them (personality, hobbies and interests).
- TASK 27:** Look at all the photos on this page. Tell us which one should get the 'photo of the year' award and why.
- TASK 28:** Imagine that photos 20 & 22 accompany newspaper articles. Tell us what each article is about.

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

Teenagers and stress (PAGE 9)

TASK 1

B1: My 13 year old daughter is behaving strangely lately. Read your text and tell me what the symptoms of teenage stress are.

B2: Imagine you are a psychologist giving a talk to a group of parents on the symptoms of adolescent stress. Using information from your text, tell me what points you will include in your talk.

TASK 2

B1: Imagine your German friend Helga thinks her 14 year old boy, who is very shy, is stressed. Read your text and tell her why it is difficult to understand if her son has stress.

B2: Imagine you are a psychologist giving a talk to a group of parents on the symptoms of adolescent stress. Using information from your text, tell me what points you will include in your talk.

TASK 3

B1: My 13 year old daughter has been behaving strangely lately. Read your text and tell me what the symptoms of teenage stress are.

B2: Imagine you are writing an article for a psychology magazine about teenagers and stress. Using information from your text, tell us what points you will include in your article.

TASK 4

B1: Your friend Jenanine is worried about her son Roy, who's 14 and very shy, because he's not doing well in school. Read the text and tell her that he may be suffering from stress and explain why you think so .

B2: Imagine you are writing an article for a psychology magazine about teenagers and stress. Using information from your text, tell us what points you will include in your article.

World Book Day (PAGE 10)

TASK 5

B1: Read your text and tell me about the World Book Day: when it is celebrated, where, how and who invented it.

B2: Imagine you are responsible for the "Did you know?" column of a monthly magazine. Using information from your text tell me what points you will include about the World Book Day.

TASK 6

B1: Imagine your Italian friend Paolo does not know anything about the World Book Day. Read your text and tell me why the 23rd of April is such an important date.

- B2:** Imagine you are doing a project at school about the World Book Day and its medieval origins. Read your text and tell us what you will say about it.

TASK 7

- B1:** Read your text and tell me about the World Book Day: when it is celebrated, where, how and who invented it.
- B2:** Imagine you are doing a project at school about the World Book Day and its medieval origins. Read your text and tell us what you will say about it.

TASK 8

- B1:** Read your text and tell your friend Paolo about the World Book Day: why the 23rd of April is such an important date.
- B2:** Imagine you are responsible for the "Did you know?" column of a monthly magazine. Using information from your text tell me what points you will include about the World Book Day.

Christmas dream in the museum (PAGE 11)**TASK 9**

- B1:** Imagine you are a primary school teacher and next week you are going to visit the Museum of Natural History with your class. Read your text and tell me what you will tell your students about what you will do there.
- B2:** Imagine you have a blog on cultural events in Athens. Using information from your text tell me what points you will include in your blog entry.

TASK 10

- B1:** I want to take my children somewhere over the Christmas holidays. Read your text and inform me about the Christmas activities, when they are on, who can go there and how much they cost.
- B2:** Imagine you and your family visited the Natural History Museum last weekend. Using information from your text tell me what you did there.

Simple tips for recycling at home (PAGE 12)**TASK 11**

- B1:** Read Text 1 (or Text 2) and tell me two things you do in your daily life for the protection of the environment.
- B2:** Imagine you are going to give a talk in English at your local community centre about what people can do to protect the environment. Using information from Text 1 (or Text 2), tell us what points you will include in your talk.

TASK 12

- B1:** Imagine your Spanish friend Maria does not do anything to protect the environment. Read Text 1 and tell her what she can do to save on paper.
- B2:** Imagine your Hungarian friend Diana does not know what to do to protect the environment. Using information from Text 1, tell her what she can do when shopping.

TASK 13

- B1:** Read Text 2 and tell me two things you can do at home for the protection of the environment.
- B2:** Imagine I do not know how to save on plastic. Using information from Text 2, tell me what to do.

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 (for activities 2 and 3)?	<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	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,

		locally obstruct meaning.	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)

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ