

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 C LEVEL – Part 1 (warm-up & Activity 1)

Introducing ourselves – Ice-breaking questions (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 who is who).*

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 give any other clarifications necessary 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? / do you have a lot of free time – any hobbies? 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)*, why are you sitting for this exam? / what do you do ...? / are you very busy at work/school? etc. *(any general questions to break the ice and get to know the candidate.)*

Activity 1 (8 minutes for both candidates - 4 minutes each)

Examiner: Ok. Let's start with Activity 1. I will ask each one of you a question with two parts and you will each have about 4 minutes to justify and support your position.

So, _____ *(Candidate A's NAME)* turn to page _____ of your booklet and look at cue card number _____. Here's the first part of your question. *(Choose a question with two parts from one of the sets appearing below, and ask Candidate A the first part of the question referring him/her to its cue card).*

Examiner: *(When Candidate A has finished).* Thank you.

Examiner: *(Candidate B's NAME)* turn to page _____ of your booklet and look at cue card number _____. Here's the first part of your question. *(Choose the other question with two parts and its cue card from the same set of questions as the one used for Candidate A, and ask Candidate B the first part of the question referring him/her to its cue card).*

Examiner: *(When Candidate B has finished).* Thank you.

Now, the second part of your question is *(From the same set of questions, choose the second part of the question you chose for candidate B and ask him/her).*

Examiner: *(When Candidate B has finished).* Thank you.

Examiner: Now, let's go on with _____ *(Candidate A's NAME)*. Here's the second part of your question. *(From the same set of questions, choose the second part of the question you chose for Candidate A and ask him/her).*

Examiner: *(When Candidate A has finished).* Thank you.

ATTENTION

This pack contains:

- Guidelines for the speaking test and criteria for evaluation

- Tasks for Activity 1: Debate
- Tasks for Activity 2: One-sided talk
- Tasks for Activity 3: Oral mediation

ACTIVITY 1: DEBATE**TASK 1****Candidate A (Card 1)**

- Support the view that one can enjoy winter sports in Greece, and this should be emphasised in Greek tourist campaigns. Use the cues in CARD 1 and your own arguments if you wish.
- Tell us whether you think that sports should be an important part of the school curriculum in Greece and explain why.

Candidate B (Card 2)

- Support the view that one can enjoy summer sports in Greece, and this should be emphasized in Greek tourist campaigns. Use the cues in CARD 2 and your own arguments if you wish.
- Explain why sports are viewed as extra-curricular activities in the Greek educational system.

TASK 2**Candidate A (Card 3)**

- Some people believe that when you have money you have everything. Support this view by using the cues in CARD 3 and your own arguments if you wish.
- Do you think that the media is largely responsible for promoting a consumer society? Explain why.

Candidate B (Card 4)

- Some people believe that money doesn't buy happiness. Support this opinion by using the cues in CARD 4 and your own arguments if you wish.
- Do you believe that a consumer society alienates us from a society based on social solidarity? Explain why.

TASK 3**Candidate A (Card 5)**

- Wikipedia is visited daily by many people who use it as a major source of information. Do you think they should? Respond positively and explain why, using the cues in CARD 5 and your own arguments, if you wish.
- Some believe that the Wikipedia project promotes collaboration, team-work, group effort and sharing information. Is this a form of 'democracy'?

Candidate B (Card 6)

- Wikipedia should not be used as a source of information by academics or university students. Support this opinion by using the cues in CARD 6, and your own arguments if you wish.
- Explain to what extent one can rely on internet sources, such as Wikipedia, for research purposes.

TASK 4**Candidate A (Card 7)**

- One should avoid lying at all costs. Support this opinion by using the cues in CARD 7 and other reasons you can think of.
- Discuss the cases in which you think 'white lies' are unavoidable and explain why.

Candidate B (Card 8)

- One should always tell the truth no matter how much it hurts. Support this opinion by using the cues in CARD 8 and other reasons you can think of.
- Discuss the role of parents and teachers in helping children become responsible and trustworthy people.

TASK 5**Candidate A (Card 9)**

- Living in a globalised world has many advantages. Support this view by using the cues in CARD 9 and your own arguments if you wish.
- If you were to explain the phenomenon of globalisation to a younger person what would you say?

Candidate B (Card 10)

- Living in a globalised world has many disadvantages. Support this view by using the cues in CARD 10 and your own arguments, if you wish.
- What are the effects of globalisation on our everyday lives?

TASK 6**Candidate A (Card 11)**

- Governments should ban the production of genetically modified food. Defend this opinion by using the cues in CARD 11 and your own arguments, if you wish.
- Discuss how you think the eating habits of the western world have changed in the last decades.

Candidate B (Card 12)

- Governments should allow the production of genetically modified food. Defend this opinion by using the cues in CARD 12 and your own arguments, if you wish.
- Explain how, we as individuals could contribute to the reduction of food waste in developed countries.

INTERLOCUTOR FRAME FOR C LEVEL – Part 2 (Activity 2)

Activity 2 (8 minutes for both candidates - 4minutes each)

Examiner: We can now go on with Activity 2. I will give each one of you one or more texts or visuals and I will ask you a question with two parts. 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 visual(s) / text (s) number (s) _____ (Select one or more texts from this page) and _____ (read out its question, which is given below). Look at your visual(s) / text (s) for about a minute and I will repeat the question for you.

Examiner: After about a minute. Ready? Ok (Repeat the task).

Examiner: (When Candidate B 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 at visual(s) / text (s) number (s) _____ (Select one or more texts from this page) and _____ (read out its question which is given below). Look at your at visual(s) / text (s) for about a minute and I will repeat the question for you.

Examiner: After about a minute. Ready? Ok (Repeat the task).

Examiner: (When Candidate A has finished.) Thank you.

ACTIVITY 2: ONE-SIDED TALK**TASK 1 (Page 8, multimodal texts 1 & 2)**

Look at photos 1 & 2 and tell us what each ad is promoting. Then, tell us which of the two ads you find more effective in expressing its message and why.

TASK 2 (Page 8, multimodal texts 3 & 4)

Look at texts 3 & 4 and explain the message one of them conveys. Then, tell us how you would explain to a young child the message that text 4 conveys.

TASK 3 (Page 9, multimodal text 5)

Look at photo number 5 and explain the message it conveys. Then, tell us how far the situation depicted is a matter of personality or of current lifestyle.

TASK 4 (Page 9 multimodal texts 6 & 7)

Look at sayings 6 & 7 and explain the message they convey. Then, tell us which of these sayings you would consider as a life motto and why.

TASK 5 (Page 10 multimodal texts 8 & 9)

Look at cartoons 8 & 9 and tell us what message they convey. Then, discuss how close these cartoons are to reality.

TASK 6 (Page 10, multimodal texts 10 & 11) (For older candidates)

Look at posters 10 & 11 and explain the message each one of them conveys. Then, tell us which of the two posters, you think, could appear on the notice board of a women's help centre and why.

INTERLOCUTOR FRAME FOR C 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 a question with two parts to answer. After reading your texts, you will each have about 5 minutes to respond to the question. You can use the blank paper to take a few notes if you wish. You can both read your texts for about two minutes and then, before you start, I will repeat the questions for you.

Start with candidate A this time.

Examiner: Let's start with _____ (his/her NAME). Go to page _____ (Select a page with a text from the Candidate Booklet) and look at the text and _____ (choose and read out the question). You can read the text for about two minutes and then, before you start, I will repeat the question for you.

Now, _____ (Candidate B's NAME), Go to page _____ (Select a different page with a text from the Candidate Booklet) and look at the text and _____ (choose and read out the question). You can read the text for about two minutes and then, before you start, I will repeat the question for you.

After about two minutes

Now, _____ (Candidate B's name) please close your booklet until _____ (Candidate A) has finished responding. Let's start with _____ (Candidate A's NAME).

Ready? Ok (Repeat the question). (When Candidate A has finished). Thank you.

Examiner: Now, _____ (Candidate B's NAME), let's continue with you. Ready? Open your booklet again. Ok, (Repeat the question). (When Candidate B has finished). Thank you.

This is the end of the examination. Have a nice morning/afternoon/ evening.

ACTIVITY 3: ORAL PRODUCTION & MEDIATION**ALL ABOUT AIRBAGS (PAGE 11)****TASK 1**

Read your text and tell us about the history of airbags. Then, on the basis of the same text, explain to us what an airbag is and how it works.

WOMAN OF THE YEAR – ONLY 25 (PAGE 12)**TASK 2**

Read your text and tell us a few things about the life of Eleni Antoniadou. Then, on the basis of the same text, tell us about Eleni's accomplishments that earned her the 'woman of the year' award.

MYTHS ABOUT BILINGUALISM (PAGE 13)**TASK 3**

Some ignorant people believe that bilingual children are stupid. Read the text and tell us why they believe so. Then, on the basis of the same text, explain that this is not the case.

THE HOME CONTROL CUBE MADE IN GREECE (PAGE 14)**TASK 4**

Read your text and tell us about the invention that was shortlisted for the 2013 innovation award. Then, on the basis of the same text, explain to us how the particular invention works.

ONLY 50 YEARS LEFT FOR SEA FISH (PAGE 15)**TASK 5**

Read your text and tell us why fish may become extinct in the near future, if we are not careful. Then, on the basis of the same text, tell us on what facts this prediction is based.

CARE FOR THE HOMELESS (PAGE 16)**TASK 6**

Read your text and tell us what the foundation for the homeless does and how it works. Then, on the basis of the same text, tell us about the 'Athena plan – ESTIA'.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

PROBLEM	SOLUTION
...if the candidate is very hesitant, pauses for too long and 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'd like to add...?). 3. Try to break down the task into simpler questions.
...if the candidate is very nervous/ tense and has difficulty 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 tense candidate to begin first, switch to the other candidate and come back to her/him later.
...if the candidate does not/cannot take part in the conversation or cannot continue it	<ol style="list-style-type: none"> 1. Ask if the candidate is alright, if s/he'd like the task repeated. 2. To get the candidate started, ask what information from the Greek text is useful for the task. 3. If the candidate gets stuck, rephrase what s/he has last said. 4. If the candidate is still hesitating, turn to the other candidate. 5. If the candidate is still unable to talk, you take his/her place to converse with the other candidate.
...if the candidate addresses the examiner instead of the other candidate in activity 2	Interrupt the candidates and tell them to address one another. It is advisable to ask the candidates to turn their chairs a lit bit so that they are facing each other before you start activity 2.

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, without however altering the task instructions.

C LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION

	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Debate	The candidate responds minimally to task instructions by simply repeating the prompts provided for the debate with no further elaboration and/or provides a brief uninformative response to the second part of the question.	The candidate responds to the task assigned satisfactorily. S/He uses the prompts provided as a starting point to develop his/her arguments without extensive elaboration and responds to the second part of the question justifying some of his/her arguments.	The candidate responds to the task assigned in a fully satisfactory manner. S/He uses the prompts provided as a starting point to develop a comprehensive argument and provides a clear, well justified response to the second part of the question.
ACTIVITY 2 Justification/ Support of an opinion	The candidate has difficulty in identifying and discussing the main issue presented in the multimodal text(s), and fails to provide a clear and justified response to the second part of the question.	The candidate partly responds to the requirements of the task. S/He either addresses part of the question or responds in a partly satisfactory manner to both parts i.e., without elaborating his/her response, or without referring to all the information provided.	The candidate responds to the task in a fully satisfactory manner, effectively using the information given to answer the first part of the question and providing a clear and justified response to the second part of the question.
ACTIVITY 3 Mediation	The candidate transfers in the foreign language some of the required information in the greek text or alters some pieces of information displaying misunderstanding of the greek text or inability to transfer the information required correctly.	The candidate responds to what s/he was asked by transferring information, views, arguments in the foreign language, but does so with some difficulty, avoiding to transfer linguistically challenging pieces of information. The candidate is frequently forced to paraphrase extensively without it being required by the communicative situation.	The candidate mediates effectively and accurately making a judicious choice of information appropriate to the task set.

QUALITY OF PRODUCTION

	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	The candidate's articulation of speech is clear but s/he makes mistakes in pronunciation or intonation, which sometimes require effort from the listener to understand him/her.	The candidate has acquired a clear and natural intonation and pronunciation.	The candidate articulates clearly and effortlessly. S/He can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Lexical range and appropriacy of linguistic choices	The candidate has a relatively rich vocabulary but gaps in lexical knowledge frequently force him/her to use paraphrase or give an example. S/He may use words, phrases and expressions that do not fully match the context of the situation.	The candidate has a broad lexical repertoire which allows him/her to overcome gaps easily with circumlocutions, without obvious searching for expressions or use of avoidance strategies. S/He has a good grasp of idiomatic expressions and colloquial speech. S/He may make occasional minor lapses but no serious lexical errors.	The candidate shows great flexibility in reformulating ideas using different language forms to accurately convey subtle nuances of meaning, to emphasize, to make distinctions and to eliminate ambiguity. S/He also has extensive knowledge of many idioms and colloquial terms. There are no evident signs that show that the candidate is obliged to restrict what s/he wants to say because of gaps in language knowledge.
Grammatical accuracy	The candidate is comprehensible but makes errors in the morphology of parts of speech, in syntax or in the use of structures that are appropriate to the context of the situation (e.g. s/he uses the passive voice and not the active when this is required by the communicative situation).	The candidate consistently maintains a high degree of grammatical accuracy and appropriacy; mistakes are few and generally difficult to spot.	The candidate has consistent control of complex grammatical structures, even when his/her attention is focused elsewhere (eg in forward planning).
Fluency	The flow of speech is relatively slow because the candidate does not have all the language resources s/he needs. So s/he frequently needs to pause in search for expressions.	Can express him/herself fluently and spontaneously with few hesitations. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	The candidate expresses him/herself fluently and spontaneously at length with a natural flow of everyday language, avoiding or bypassing any difficulty so smoothly that the interlocutor hardly notices it. S/He shows great flexibility in reformulating ideas using different linguistic forms to give emphasis, to respond appropriately in relation to the communicative situation, and to eliminate ambiguity.
Communication strategies	When the candidate does not know how to say something or when s/he has already said something and s/he realises that s/he has not been understood, s/he has some difficulty in overcoming the problem by using the appropriate communication strategy.	The candidate uses paraphrase and circumlocutions to overcome gaps in language knowledge. When encountering a problem, s/he can reformulate what s/he wants to say without completely disrupting the flow of speech.	The candidate replaces a word that s/he cannot remember with a corresponding form, in such a smooth way that it is rarely noticed. S/He can reformulate speech effortlessly and expertly.
Cohesion and coherence	The speech that the candidate produces sometimes has reasoning gaps (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes). S/He is able to use words and phrases that serve as connectives of individual segments of the oral text but they still appear partially disconnected.	The candidate produces well-structured oral speech with smooth flow, showing controlled use of organizational patterns, connectives and other cohesive devices.	The candidate produces speech that is coherent and cohesive, using appropriately and accurately a variety of organizational patterns and a wide range of connectives and other cohesive devices.

1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR C1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR C1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR C1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR C2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR C2)
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