

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 do you do to keep fit and how often?

**B2:** What kind of activities would you recommend to people living in a big city (or to people living in the countryside) to keep healthy and lose weight?

#### SET 2

**B1:** Which is your favourite day of the year and why?

**B2:** If you could spend a weekend the way you wanted to, what would you do?

### 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:** Would you like to participate in a singing contest? Why or why not?

**B2:** If you were to take part in a singing contest which song would you like to sing and why?

**SET 4**

**B1:** If you had the money to buy anything you want, what would that be and why?

**B2:** If you won 1 million Euros, would you give part of this money to charity? Why or why not?

**SET 5**

**B1:** Would you like to live in a skyscraper? Why or why not?

**B2:** Do you prefer camping or staying at a hotel during vacations and why?

**SET 6**

**B1:** Have you ever travelled abroad? If yes, where? If no, where would you like to go?

**B2:** Why do you think most people like travelling?

**SET 7 (for older candidates)**

**B1:** Did you like going to school on your birthday when you were a child? Why or why not?

**B2:** If you were to organize a surprise party for your best friend, tell us what you would do.

**SET 8**

**B1:** Do you sleep early or late at night and why?

**B2:** Do you prefer reading a book or watching TV before you go to bed at night and why?

**SET 9**

**B1:** What annoys you about living where you live now?

**B2:** Can you think of some things children do that annoy adults around them?

**SET 10**

**B1:** What would you like to do when you finish school/ your studies?

**B2:** What do you think will be very different in 20 years time?

**SET 11**

**B1:** Do you have a brother/ sister/ close friend? What do you like best or least about him/her?

**B2:** Who do you tell your problems and secrets to? Why?

**SET 12**

**B1:** How would you like to spend your summer holidays this year?

**B2:** Tell us about a life experience you would like to live again. Why?

**INTERLOCUTOR FRAME FOR B LEVEL – Part 2 (Activity 2)**

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

**Examiner:** We can now go on with Activity 2. I will give each one of you one or more photos and I will ask you 2 questions. You each have about 4 minutes to answer.

*Start with candidate B this time.*

**Examiner:** Let's start with \_\_\_\_\_ (candidate B's NAME), \_\_\_\_\_ (his/her NAME), turn to page \_\_\_\_\_ (Select a page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

**Examiner:** (When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).

(When the candidate has finished.) Thank you.

**Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), it's your turn. Please, go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

(When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).

**Examiner:** (When the candidate has finished.) Thank you.

**ACTIVITY 2: ONE SIDED TALK****In the kitchen (PAGE 6)****B1 questions**

**TASK 1:** Imagine you know the people in photo 1 (or 2 or 3 or 4). Tell us who they are, where they were and what they were doing when the photo was taken.

**TASK 2:** Imagine photo 1 (or 2 or 3 or 4) 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 4 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 5 (or the woman in photo 6). Tell us who he/she is, where he/she was when the photo was taken, how he/ she was feeling and what he/she did afterwards.

**TASK 6:** Look at photo 5 (or 6). Tell us who this man/ woman is, why you think this photo was taken and how this man/ woman was feeling that day.

**TASK 7:** Imagine you took photos 3 & 4 (or 2 & 5). Tell us when you took them and why.

**TASK 8:** Imagine the boy in photo 2 is the man in photo 3 (or the girl in photo 4 is the woman in photo 6). Tell us a few things about his/her life.

**TASK 9:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Having fun in the kitchen". Tell us why you think the photos you have chosen are suitable.

**Unusual scenes (PAGE 7)****B1 questions**

**TASK 10:** Look at photo 12 (or 8 or 7) and tell us what you think is happening in this photo.

**TASK 11:** Look at photos 9 & 11 (or 9 & 1 or 11 & 12 or 9 & 12) and tell us where these people are and what they are doing there.

**TASK 12:** Imagine you are one of the people in photo 10. Tell us where you were when the photo was taken, what you were doing and what you did afterwards.

**TASK 13:** Imagine you know the woman in photo 11 (or the man in photo 9). Tell us what she/he was doing when the photo was taken, how she/he was feeling and what she/he did afterwards.

**TASK 14:** Imagine you are one of the people in photo 8. Tell us where you are, who you are with and how you are feeling at this particular moment.

### B2 questions

**TASK 15:** Imagine that photos 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 7 & 11 (or 9 & 11, or 7 & 9). 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 "Animal friends". Tell us why you think the photos you have chosen are suitable.

**TASK 18:** Imagine you are the driver of the car in photo 12. Tell us what has happened, how you are feeling and what you are going to do next.

## People waiting (PAGE 8)

### B1 questions

**TASK 19:** Imagine you are one of the people in photo 16. Tell us where you are, who you are with and what you are doing there.

**TASK 20:** Imagine photos 14 & 18 (or 14 & 15 or 15 & 18) 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 21:** Imagine you are one of the people in photo 17. Tell us where you were and what you did on this day.

### B2 questions

**TASK 22:** Imagine you took photos 14 & 15 (or 15 & 18, or 14 & 18). Tell us when you took them and why.

**TASK 23:** Look at photos 14 & 15 (or 13 & 18, or 14 & 18, or 15 & 18). 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 24:** Imagine the woman in photo 13 is your friend. Tell us where she was, what she was doing and how she was feeling when the photo was taken.

**TASK 25:** Photos 17 & 18 are from a day you will remember all your life. Tell us why this day was so important to you.

## People asleep (PAGE 9)

### B1 questions

**TASK 26:** Look at photo 20. Tell us where the two women are, why they are sleeping and what they did later that day.

**TASK 27:** Imagine you know the man in photo 21 (or 22). Tell us where he was when the photo was taken and what he did later that day.

**TASK 28:** 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 29:** Imagine you know the girl in photo 24. Tell us what she did before the photo was taken and what she did later that day.

**TASK 30:** Imagine photo 19 (or 20) is from your summer holidays. Tell us what you did before and after the photo was taken.

### B2 questions

**TASK 31:** Imagine you took photos 19 & 23. Tell us when you took them and why.

**TASK 32:** Imagine you know the people in photos 21 & 22 (or 21 & 24, or 22 & 24). Tell us why you think they have fallen asleep and what they did when they woke up.

**TASK 33:** Imagine you know the people in photos 19 and 23. Tell us a few things about them (personality, hobbies and interests).

**Extreme sports (PAGE 10)****B1 questions**

- TASK 34:** Imagine you are one of the people in photo 27 (or 30). Tell us where you are, who you are with and what you are doing there.
- TASK 35:** 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 36:** Imagine photos 25 and 28 are from your family's photo album. Tell us who these people are, where they were when these photos were taken and how they were feeling then.

**B2 questions**

- TASK 37:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Life on the edge". Tell us why you think the photos you have chosen are suitable.
- TASK 38:** Look at photos 27 & 29 (or 26 & 29 or 29 & 30). Tell us what kind of people you think would do these kinds of sports.
- TASK 39:** Imagine photos 25, 26 & 27 (or 25, 29 & 30) were taken in the same weekend. Tell us what you did that weekend.
- TASK 40:** Imagine you know the people in photos 25 & 26 (or 29 & 30 or 25 & 28). 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****Tarzan, the legend (PAGE 11)****TASK 1**

- B1:** Read Text 1 and tell us a few things about the creator of Tarzan.
- B2:** Imagine you are doing a project at school about Tarzan. Read Text 1 and tell us what you will say about him.

**TASK 2**

- B1:** Read Text 1 and tell us a few things about the creator of Tarzan.
- B2:** Imagine your brother does not know anything about Tarzan. Using information from Text 1, tell him a few things about Tarzan's life.

**TASK 3**

- B1:** Read Text 2 and tell us a few things about Tarzan's physical appearance and character.
- B2:** Imagine you are writing an article for a school magazine about Tarzan. Using information from Text 2, tell us what points you will include in your article.

**Midday sleepiness (PAGE 12)****TASK 4**

- B1:** Imagine your father/ grandfather is feeling sleepy after lunch. Read your text and tell him how age can affect sleepiness.
- B2:** Imagine you are a dietician giving a talk at a health centre about the importance of a healthy diet on one's sleeping habits. Read your text and tell us what information you will include in your talk.

**TASK 5**

- B1:** Imagine I feel sleepy after lunch. Read your text and tell me how sleeping a lot on weekends can affect sleepiness.
- B2:** Imagine you are a doctor giving a talk to university students about how biological factors can affect one's sleeping habits. Read your text and tell us what information you will include in your talk.

**TASK 6**

- B1:** Imagine your father/ grandfather is feeling sleepy after lunch. Read your text and tell him how age can affect sleepiness.
- B2:** Imagine you are a doctor giving a talk to university students about how biological factors can affect one's sleeping habits. Read your text and tell us what information you will include in your talk.

**TASK 7**

- B1:** Imagine I feel sleepy after lunch. Read your text and tell me how sleeping a lot on weekends can affect sleepiness.
- B2:** Imagine you are a dietician giving a talk at a health centre about the importance of a healthy diet on one's sleeping habits. Read your text and tell us what information you will include in your talk.

**Science and technology festival (PAGE 13)****TASK 8**

- B1:** Imagine I want to go to the *Science and Technology Festival*. Read your text and tell me when, where and what time it is going to take place and how I can find more information about it.
- B2:** Imagine you went to the *Science and Technology Festival* where you attended the morning sessions. Tell us what you did there.

**TASK 9**

- B1:** Imagine I want to go to the *Science and Technology Festival*. Read your text and tell me when, where and what time it is going to take place and how I can find more information about it.

- B2:** Imagine you went to the *Science and Technology Festival* where you attended the afternoon sessions. Tell us what you did there.

**TASK 10**

- B1:** Imagine I want to go to the *Science and Technology Festival*. Read your text and tell me when, where and what time it is going to take place and how I can find more information about it.
- B2:** Imagine your German friend Helga is an Erasmus student interested in going to the *Science and Technology Festival*. Read your text and give her some information about what the aims of the festival are and who will speak.

**Alternative exercise ideas (PAGE 14)****TASK 11**

- B1:** Imagine your Italian friend Maria wants to start walking on water. Read your text and tell her how she can do this kind of alternative exercise.
- B2:** Imagine you are giving a talk at a health centre about alternative ways of exercising, such as Tai Chi. Read your text and tell us what information you will include in your talk.

**TASK 12**

- B1:** Imagine your Italian friend Maria wants to start walking on water. Read your text and tell her how she can do this kind of alternative exercise.
- B2:** Imagine you are writing an article for a health and beauty magazine about the benefits of alternative exercises. Using information from your text tell us what points you will include in your article.

**Female writers at their best (PAGE 15)****TASK 13**

- B1:** Imagine I do not know anything about Edna Vincent Millay. Read Text 1 and tell me about her family and her first years.
- B2:** Imagine you are writing an article for a school magazine about the work of Edna Vincent Millay. Using information from Text 1, tell us what points you will include in your article.

**TASK 14**

- B1:** Imagine your German friend Herman has read *The Wonderful Adventures of Nils Holgersson* but does not know anything about its author. Read Text 2 and tell him about Selma Lagerlof's life.
- B2:** Imagine you have been asked to present the book *The Wonderful Adventures of Nils Holgersson* to your class. Using information from Text 2, tell us what points you will include in your presentation.

**All about tea (PAGE 16)****TASK 15**

- B1:** Read your text and tell us when and how tea arrived in Europe.
- B2:** Imagine you are writing an article for your local newspaper's section entitled "Did you know?" about the history and the health benefits of tea. Read the text and tell us what points you will include in your article.

**TASK 16**

- B1:** Imagine your Spanish friend Anna does not know anything about tea. Using information from your text, tell her about the different kinds of tea available on the market and its uses in beauty products.
- B2:** Imagine you are writing an article for your local newspaper's section entitled "Did you know?" about the history and the health benefits of tea. Read the text and tell us what points you will include in your article.

**POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM**

Remember that especially at B1 level, candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

**POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST**

PROBLEM	SOLUTION
<b>What do I do...</b>	<b>Follow suggestions below</b>
...if the candidate is hesitant, makes long pauses or produces little output?	<ol style="list-style-type: none"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Try to break down the task into simpler questions.</li> </ol>
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer ( <i>for activities 2 and 3</i> )?	<ol style="list-style-type: none"> <li>1. Repeat the question/task.</li> <li>2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.</li> </ol>

**NOTE:**

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

**B LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE**

<b>TASK COMPLETION</b>			
	<b>1 Unsatisfactory</b>	<b>3 Moderately satisfactory</b>	<b>5 Fully satisfactory</b>
<b>ACTIVITY 1</b> Interview	Responds poorly to the questions posed, gives wrong or irrelevant answers, or no answer at all.	Responds to the B1 questions effectively, with some hesitations, including most of the main content points, but has difficulty responding to B2 questions (or does not respond at all to the B2 questions). Is comprehensible with some effort.	Responds to all questions spontaneously, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 2</b> One-sided talk	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Ineffective use of visual prompts.	Responds to the B1 task using the visual prompts quite effectively and including most content points, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, using the visual prompts effectively and including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 3</b> Oral Mediation	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Information from the Greek text is only marginally used or inappropriately relayed into English.	Responds to the B1 task, relaying information from the Greek text into English (and occasionally translating) fairly adequately, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, relaying relevant information from the Greek text into English, paraphrasing effectively. Is comprehensible with minor, if any, effort.

<b>QUALITY OF PRODUCTION</b>			
	<b>1 Unsatisfactory</b>	<b>3 Moderately satisfactory</b>	<b>5 Fully satisfactory</b>
<b>Pronunciation and intonation</b>	Articulation is not always clear. L1 interference in pronunciation, stress, rhythm and intonation is distracting and the output is partly unintelligible.	Articulation is clear and generally comprehensible. L1 interference in pronunciation, stress, rhythm and intonation may be evident, occasionally impeding intelligibility.	Articulation is clear and comprehensible. Some L1 interference in pronunciation, stress, rhythm and intonation may be evident, but it does not impede intelligibility.
<b>Lexical range and appropriacy of linguistic choices</b>	Uses a narrow range of vocabulary, compromising the message or makes inappropriate word choices for the given social context which may obstruct meaning.	Uses a sufficient range of vocabulary and the word choice is, in most cases, morphologically and semantically correct for the given social context. Makes incorrect word choices when expressing more complex thoughts which may locally obstruct meaning.	Uses a fairly wide range of vocabulary and the word choice is morphologically and semantically correct for the given social context. May make a few incorrect word choices which do not, however, impede intelligibility.
<b>Grammatical accuracy</b>	Makes errors in basic grammatical structures and word order which may impede intelligibility. No attempts at self-correction.	Uses, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occur, some of which may interfere with intelligibility. Occasional attempts at self-correction, not always successful.	Uses a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy. Scarce errors may occur which do not impede intelligibility and are often self-corrected.
<b>Fluency</b>	Expresses him/herself with some difficulty, and hesitations, pauses, false starts and reformulation are very evident, impeding intelligibility at times and tiring the listener.	Expresses him/herself with relative ease and maintains a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation are evident, especially in longer stretches of free production, without however tiring the listener.	Expresses him/herself with spontaneity, showing a relatively high degree of fluency and ease of expression even in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation are noticeable.
<b>Communication strategies</b>	Has difficulty in maintaining a smooth flow of speech and avoids using strategies to overcome communication breakdown. Cannot overcome difficulties even after clarifications have been given by the examiner.	Has some difficulty in maintaining a smooth flow of speech but occasionally uses synonyms, paraphrase, circumlocutions, etc., to overcome gaps in communication and, generally, manages to communicate after clarifications have been given by the examiner.	Tries to maintain a smooth flow of speech without too much effort. Uses synonyms, paraphrase, circumlocutions, etc., fairly effectively, to overcome gaps in language knowledge and occasionally asks the examiner for clarifications.
<b>Cohesion and coherence</b>	Presents some coherent chunks of speech but is unable to produce longer coherent responses. Uses only very basic linear connectors.	Produces a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.	Produces a smooth flow of speech by linking utterances into clear, coherent discourse, using a variety of cohesive devices, efficiently, to mark clearly the relationships between ideas.

<b>1= Unsatisfactory</b> (OUTPUT UNSATISFACTORY FOR B1)	<b>2= Partly unsatisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR B1)	<b>3= Moderately satisfactory</b> (OUTPUT SATISFACTORY FOR B1)	<b>4= Satisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR B2)	<b>5= Fully satisfactory</b> (OUTPUT SATISFACTORY FOR B2)
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**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**