



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Research & Religious Affairs
State Certificate of Language Proficiency

LEVEL A (A1+A2) on the scale set by the Council of Europe

MODULE 4 Examiner Pack

2018 A

ATTENTION

This pack is for the Speaking Module and should be given to the Examiners two (2) hours in advance. It contains:

- the Interlocutor Frame for activities 1, 2 & 3
- the questions for Activity 1 and tasks for Activities 2 & 3
- points to remember while carrying out the activities
- a reminder of potential trouble spots during the exam
- the Rating Scale



The purpose of the INTERLOCUTOR FRAME is to help 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 A LEVEL – ACTIVITY 1

Introducing ourselves (about a minute for both candidates) [NOT MARKED]

Examiner: Good morning/ afternoon. Welcome. Can I have your papers, please?
Thank you, please take a seat. My name is _____.
Please speak in English loudly and clearly. You can ask me to repeat anything you don't understand, but only in English. So... What is your name? (Write it down.)
And yours? (Write it down.)

Activity 1 (5 minutes for both candidates) – Dialogue

Examiner: Ok. Let's start with Activity 1. I will ask each of you some questions, OK?
Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given below and ask him/her.
Examiner: (When your exchange with the candidate has finished.) Thank you.
Examiner: Now, let's go on with _____ (candidate's B NAME).
Choose TWO A1 and TWO A2 questions (DIFFERENT from the ones you asked candidate A) and ask him/her.
Examiner: (When your exchange with the candidate has finished.) Thank you.

ACTIVITY 1: INTERVIEW

A1 LEVEL QUESTIONS	A2 LEVEL QUESTIONS
Personal information	
1. What is your favourite hobby? How often do you do it?	16. What is your favourite month of the year? Why?
2. What time do you usually have lunch?	17. What do you usually do after school?
3. How often do you meet your friends? Where do you meet them?	18. Do you like shopping? Why or why not?
4. How many good friends do you have? Who is your favourite friend?	19. What can you tell me about the people in your family?
5. When is your best friend's birthday?	20. Do you do any sports? Why or why not?
My environment	
6. Where is your school – near your home?	21. Do you like the town or city you live in? Why or why not?
7. What's in your neighbourhood? For example, is there a supermarket or a park?	22. Which places in Greece do you want to visit? Why?
8. Which are your favourite places in your town / city?	23. Do you want to live in a different town / city than the one you live in now? Why?
9. Tell me about your house (e.g., how many rooms there are, is there a garden?)	24. Where will you go after this exam? What will you do?
School, work & leisure	
10. Tell me some things about your school (e.g., is it good, it is nice, etc.)	25. Do you like all your teachers? Why or why not?
11. How often do you do sports? What sports do you like?	26. Where do you want to go for holidays? Why?
12. What type of TV programmes do you like?	27. Which school subjects do you like a lot and which do you not like at all? Why?
13. What do you usually do at the weekend?	28. Do you prefer life in the city or the countryside? Why?
14. What do you do to relax?	29. Do you like your school? Why or why not?
15. What do you want to do in the future?	30. How do you spend the time with your friends?

INTERLOCUTOR FRAME FOR A LEVEL – ACTIVITY 2

Activity 2 (5 minutes for both candidates) – Talking about photos

- Examiner:** We can now go on with Activity 2. I will show each one of you a page with photos and I will ask you some questions, OK?
Start with candidate B this time.
- Examiner:** Let's start with _____ (Candidate's B NAME). _____ (his/her NAME), here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and I'd like you to _____ (choose the task from the ones below and read out TWO A1 and TWO A2 questions from the same task).
- Examiner:** (When your exchange with the candidate has finished.) Thank you.
- Examiner:** Now, _____ (Candidate's A NAME), it's your turn. Here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and I'd like you to _____ (choose the task from the ones below and read out TWO A1 and TWO A2 questions from the same task).
- Examiner:** (When your exchange with the candidate has finished.) Thank you.

ACTIVITY 2: TALKING ABOUT PHOTOS

DAILY ACTIVITIES (page 5)

TASK 1.1

A1 questions

- a) Look at photo 1. Where do you think these people are? What are they doing?
- b) Look at photo 2. Where do you think these children are? What are they doing?

A2 questions

- c) Look at photo 4. What can you see in this photo?
- d) Look at photo 1 again. How are the people in this photo feeling? Why?

TASK 1.2

A1 questions

- e) Look at photo 3. Where do you think these people are? What are they doing?
- f) Look at photo 4. How old do you think the girl in the photo is? What is she doing?

A2 questions

- g) Look at photo 2. How are these children feeling? Why?
- h) Look at all the photos on this page. Which of these activities do you like doing and why?

HAVING FUN (page 6)

TASK 2.1

A1 questions

- a) Look at photo 5. Who are these people and where are they?
- b) Look at photo 6. Where are these people? What are they doing?

A2 questions

- c) Look at photos 5 and 7. What time of year is it in each photo? What made you decide?
- d) Look at photo 6. How are these people feeling? Why?

TASK 2.2

A1 questions

- e) Look at photo 5. How many people are there in this photo? What are they wearing?
- f) Look at photo 8. Where do you think these children are? What are they doing?

A2 questions

- g) Look at all four photos. Which of these activities would you like to do and why?
- h) Look at photos 5 and 7, and compare them.

HEALTHY LIVING (page 7)

TASK 3.1

A1 questions

- a) Look at photo 9. Who do you think these people are? What are they doing?
- b) Look at photo 11. Where do you think these children are? What are they doing?

A2 questions

- c) Look at photo 12. What can you see?
- d) Look at photos 9 and 12. Which of these activities do you like doing? Why?

TASK 3.2

A1 questions

- e) Look at photo 10. What is the girl doing?
- f) Look at photo 12. Where are these children? What are they doing?

A2 questions

- g) Look at photo 9 (or 11). How are these children feeling? Why?
- h) Now, we're going to play a game. Choose a photo and describe it. Don't tell me the number. I'll guess which photo you're talking about.

HOUSEHOLD JOBS (page 8)

TASK 4.1

A1 questions

- a) Look at photo 13. Where do you think these children are? What are they doing?
- b) Look at photo 15. Who do you think these people are? What are they doing?

A2 questions

- c) Look at photo 16. What can you see?
- d) Look at all the photos on this page. Which of these household jobs do you like doing? Why?

TASK 4.2

A1 questions

- e) Look at photo 14. Where do you think these people are? What are they doing?
- f) Look at photo 16. Who do you think these people are? What are they doing?

A2 questions

- g) Look at photos 15 and 16, and compare them.
- h) Look at all the photos on this page. Which of these household jobs do you hate doing? Why?

INTERLOCUTOR FRAME FOR A LEVEL – Part 3 (Activity 3)

Activity 3 (6 minutes for both candidates) – Giving and asking for information

Examiner: Now, let's move on to Activity 3. I will show each one of you a page with texts and I will ask you some questions. Then YOU will also ask me some questions about the photos, OK?

Start with candidate A this time.

Examiner: Let's start with _____ (his/ her name). _____ (his/her NAME), here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and _____ (choose the task from the [Examiner Pack](#) and read out TWO A1 questions).

Now you will ask me questions about the texts (Choose one multimodal text from the same page). Look at text X and use the words in the Set A (or B) box to ask me questions about this text. I will answer your questions (when (if) the candidate asks you his/her THREE questions, answer them. The answers are provided on the following pages).

Examiner: (When your exchange with the candidate has finished.) Thank you.

Examiner: Now, _____ (Candidate's B NAME), it's your turn. _____ (his/her NAME), here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and _____ (choose the task from the [Examiner Pack](#) and read out TWO A1 questions to be answered by the candidate).

Now you will ask me questions about the texts. (Choose one multimodal text from the same page). Look at text X and use the words in the Set A (or B) box to ask me three questions about this text. I will answer your questions (when (if) the candidate asks you his/her THREE questions answer them).

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

This is the end of the examination _____, _____ (Candidate's A NAME and Candidate's B NAME). **Have a nice day/ afternoon.**

ACTIVITY 3: GIVING AND ASKING FOR INFORMATION

MOVIES (page 9)

A1 level tasks

Task 1.1

Look at poster 1 (Paddington 2).

- a) Is the movie for children or for adults?
- b) Where can you go see this movie?

Task 1.2

Look at poster 2 (Beauty and the Beast).

- a) When is this movie on?
- b) Do you want to see this movie? Why or why not?

A2 level tasks

ATTENTION: There are two sets of questions for each poster, BUT each candidate is asked one set of three questions. Use the same poster, with a different set of questions, for another candidate. (*Note: As you, the examiner, answers the candidate's questions, it's advisable to show him/her where on the poster he or she can see the information you are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Paddington 2 poster		
Set A	How long is the film?	<i>It's one hour and 43 minutes.</i>
	Who is Paddington?	<i>Paddington is a bear that lives with the Brown family.</i>
	How much do adults pay?	<i>The ticket for adults is 7 euros.</i>
Set B	Why does Paddington do strange jobs?	<i>Because he wants to buy the perfect present for his favourite aunt's 100th birthday.</i>
	Who is the director of the movie?	<i>The director of the movie is Paul King.</i>
	What time is the movie?	<i>The movie is showing at 5 and at 7 o'clock.</i>
Beauty and the Beast poster		
Set A	What is the movie about?	<i>It's about a monstrous looking prince and a young woman who fall in love.</i>
	How much is the ticket for children?	<i>It's 5 euros.</i>
	In which room can you watch the movie?	<i>In room 2.</i>
Set B	Is the movie for 5-year-old children?	<i>No, the movie is for children 8 years old and above.</i>
	Who are the actors (in this movie)?	<i>Emma Watson, Dan Stevens and Luke Evans.</i>
	What type of movie is it?	<i>It's a family, fantasy and musical.</i>

MUSEUMS (page 9)

A1 level tasks

Task 2.1

Look at photo 3 (the Acropolis Museum).

- a) Is the museum open every day?
- b) When can you call to book group tickets?

Task 2.2

Look at photo 4 (the British Museum).

- a) How can you get to the museum?
b) What can you eat at the museum?

A2 level tasks

ATTENTION: There are two sets of questions for each menu, BUT each candidate is asked one set of three questions. Use the same menu, with a different set of questions, for another candidate. (*Note: As you, the examiner, answer the candidate's questions, it's advisable to show him/her where on the menu he or she can see the information you are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
the Acropolis Museum		
Set A	What time is the museum open on Mondays?	From 8 am to 4 pm.
	How much does it cost to get in?	5 euros.
	How many people can come for a group visit?	5 to 50 people at a time.
Set B	Is the museum closed on Easter Sunday?	Yes, it is.
	Why is it free to visit the museum on the 18 th of May?	Because the 18 th of May is International Museum Day.
	How can I get more information?	You can visit their website.
The British Museum		
Set A	How much does it cost to get in?	Admission is free.
	When is the museum closed?	It's closed on January 1 and December 24, 25 and 26.
	Which bus can I take to the museum?	Bus 1, 8, 19, 25, 38, 55, 98, 242.
Set B	When is the museum open?	It's open every day from 10.00 to 5.30.
	Where can I park my car?	The nearest car park is located at Bloomsbury Square.
	Is there a café at the museum?	Yes, there is- it's called Court Café.

TRAVELLING (page 11)**A1 level tasks****Task 4.1**

Look at ticket 5 (plane ticket).

- a) Which airline is this ticket for?
b) Do you like to travel by plane? Why or why not?

Task 4.2

Look at ticket 6 (train ticket).

- a) Is the ticket for a child or for an adult?
b) Where does the train leave from?

A2 level tasks

ATTENTION: There are two sets of questions for each website, BUT each candidate is asked one set of three questions. Use the same website, with a different set of questions, for another candidate. (*Note: As you, the examiner, answers the candidate's questions, it's advisable to show him/her where on the website he or she can see the information you are providing*).

CANDIDATE QUESTIONS		EXAMINER ANSWERS
Plane ticket		
Set A	What is the passenger's name?	<i>Yoni De Beule.</i>
	Where is this plane going?	<i>To Seattle.</i>
	What time does the plane leave?	<i>At 3:15 pm.</i>
Set B	What is the name of the flight?	<i>Delta Airlines DL31.</i>
	When does the plane leave?	<i>On the 15th of December.</i>
	What is the passenger's seat number?	<i>It's 24C.</i>
Train ticket		
Set A	What is the ticket number?	<i>It's 2012 2444 4122637.</i>
	Where is the train going?	<i>To Liverpool.</i>
	What time does the train leave?	<i>At 3.15 pm.</i>
Set B	What type of ticket is it?	<i>It is a single ticket.</i>
	When does the train leave?	<i>At 3.15 pm</i>
	How much does the ticket cost?	<i>16.50 euros.</i>

VISITING PLACES (page 11)

A1 level tasks

Task 3.1

Look at poster 7 (Visit Ireland).

- What can you do in Ireland?
- Can you visit a castle?

Task 3.2

Look at poster 8 (Paris and Barcelona).

- How many nights will you stay in Barcelona?
- What can you eat in Paris?

A2 level tasks

ATTENTION: There are two sets of questions for each poster, BUT each candidate is asked one set of three questions. Use the same poster, with a different set of questions, for another candidate. (*Note: As you, the examiner, answers the candidate's questions, it's advisable to show him/her where on the poster he or she can see the information you are providing.*)

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Visit Ireland		
Set A	When do you leave?	<i>On May 28th.</i>
	Where can you go shopping?	<i>You can go shopping at the village of Adare.</i>
	How many nights do you stay in Ireland?	<i>6 nights at the Adare Villas.</i>
Set B	How much does the trip cost?	<i>It costs 557 euros for each person.</i>

	Does the price include plane tickets?	<i>Yes, the price includes round trip economy class airplane tickets.</i>
	Can you rent a car?	<i>Yes, the price includes car rental as well.</i>
Paris and Barcelona		
Set A	How many nights is the trip?	<i>It's for 6 nights.</i>
	Is there breakfast?	<i>Yes, daily breakfast is included.</i>
	What places can you visit in Paris?	<i>You can visit the Louvre, Eiffel Tower, Champs-Elysee.</i>
Set B	How much does the trip cost?	<i>It costs 949 euros per person.</i>
	How many nights do you stay in Paris?	<i>You stay in Paris for 3 nights.</i>
	What can you eat in Barcelona?	<i>You can eat Paella.</i>

POINTS TO REMEMBER

PLEASE READ THE INSTRUCTIONS CAREFULLY!

Activity 1

- Choose the two A1 level questions from two different categories of questions.
- If the candidate fails to respond to the first A1 level question, quickly move on to the second A1 level question. If the candidate is shy, confused, etc., help him/her out (repeat the question, say it slower, show support, etc.).
- If the candidate fails to respond to the two A1 level questions, continue with the A2 level questions.
- Choose the two A2 level questions from two different categories of questions.
- If the candidate fails to respond to the first A2 level question, quickly move on to the second A2 level question. If the candidate fails to respond to the A2 level questions, do not insist by giving prompts, helping out, etc, but move on to the second activity.

Activity 2

- Show the candidate which photo page he or she should be looking at for his/her questions. (Do not let the candidate find the page by him/herself).
- Use a different photo page for each candidate.
- Do not choose A1 level or A2 level questions at random. Ask two A1 level questions and two A2 level questions that are for the same task.
- If the candidate is embarrassed or reluctant to answer any of the questions, help him/her out by repeating the task (start with a cue, give an example, etc.).

Activity 3

Pay extra attention to the points below.

- Show the candidate which photo page he or she should be looking at for his/her questions. (Do not let the candidate find the page by him/herself).
- Do not choose A1 level questions at random. Ask two A1 questions that belong to the same task.
- If the candidate fails to respond to the A1 level questions, continue with the A2 level part of the activity.
- For the A2 level part of activity 3, point to the text and the questions the candidate is expected to ask you questions on. Do not simply give the number of the multimodal text.
- Ask each candidate to form a different set of A2 level questions.
- Provide answers to all questions the candidate asks you in a natural way. The answers to the questions are provided in the examiner pack.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

Remember that at this 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.

PROBLEM	SOLUTION
What do I do....	Do what's listed below (in order of priority).
...if the candidate is very hesitant, pauses for too long?	<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. Repeat the task instructions more slowly.
....if the candidate is very nervous/ tense 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. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember. 3. Try breaking down the question into more simple questions without paraphrasing or altering the original question. 4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense 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 more slowly. 2. If no response is forthcoming, move on to the next question/ task.
...in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	<ol style="list-style-type: none"> 1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.
... in activity 3, A2 level, the candidate does not use all of the given question prompts but asks a question with a similar meaning to the one expected? *	<ol style="list-style-type: none"> 1. Do not show surprise. If the question is semantically appropriate we consider it as a correct response. Continue by providing the answer.

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.
- 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.

* Accept variability of response as long as it is communicatively effective. For example, if the prompt in the yellow box contains the words: how much/ticket/cost, the expected question is 'How much does the ticket cost?' However, if the candidate produces the question "how much is the ticket?" this question is of equal communicative value to the original expected question and is therefore considered correct.

A LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Interview	Barely responds to the questions, gives wrong or irrelevant answers or no answer at all.	Responds to the A1 questions effectively, including most of the main content points, but has difficulty with or may not respond to the A2 questions.	Responds to all questions in a fully satisfactory manner, including the most important content points in his/her answers.
ACTIVITY 2 Talking about photos	Has difficulty in replying even to the A1 questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.	Responds to the A1 questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to the A2 questions of the task.	Responds to both the A1 and A2 questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.
ACTIVITY 3 Giving and asking for information	Has difficulty in responding even to the A1 part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.	Responds to the A1 part of the task effectively, using the multimodal texts and including most content points, but has difficulty with or may not respond to the A2 part of the task.	Responds to both the A1 and A2 parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible.	Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.	Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.
Lexical range and appropriacy of linguistic choices	Uses a few scattered words, makes inappropriate word choices or there is no response.	Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.	Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.
Grammatical accuracy	Makes constant errors of grammar and syntax which obscure communication or there is no response.	Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.	Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.
Fluency	No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.	Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.	Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort.
Communication strategies	Does not maintain communication and cannot overcome difficulties even after clarifications have been given.	Has difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Generally manages to communicate with excessive body language or after clarifications have been given.	Uses simple strategies (synonyms, paraphrase, body language) to facilitate the flow of conversation and overcome knowledge gaps. Occasionally requires additional prompting and support.
Cohesion and coherence	Does not organise his/her utterances in a logical way, produces incoherent speech or there is no response.	Organises information in a more or less logical way, occasionally linking words with very basic linear connectors (e.g., <i>and</i> , <i>then</i>). Hesitations and false starts are systematically present and occasionally disrupt coherence.	Organises information clearly and uses simple cohesive devices (e.g., <i>and</i> , <i>but</i> , <i>because</i>). Hesitations and reformulations are common and do not disrupt coherence.

1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR A1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR A1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR A1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR A2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR A2)
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