

# ΚΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education and Religious Affairs  
State Certificate of Language Proficiency

**LEVEL A1 & A2** on the scale set by the Council of Europe

**MODULE 4** EXAMINER PACK

2022 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

Activity 1 (5 minutes for both candidates) – Dialogue

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.*)

**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
<b>Personal information</b>	
1. Do you speak languages other than Greek and English? Which ones?	16. Do you like spring? Why or why not?
2. What do you do before you go to bed at night?	17. What do you want as a birthday present and why?
3. Do you like ice-cream? How often do you eat ice-cream?	18. What activities do you like doing when you're at home?
4. Do you like milk? How often do you drink it?	19. What kind of clothes do you like to wear when you go out? Why?
5. What do you like to have for dinner?	20. What do you like to buy when you go shopping?
<b>My environment</b>	
6. What things are there in your bedroom?	21. Do you like the town/city/village you live in? Why or why not?
7. Tell us three things you can find in your kitchen.	22. Which is the most interesting place in your city/town/village? Why?
8. Where does your best friend live? Does she/he live near your house?	23. Do you like doing your homework alone or with your friends? Why?
9. Tell us two things that you like in your house.	24. What shops would you like to have near your house? Why?
<b>School, work &amp; leisure</b>	
10. What is one school subject that you like a lot and one that you don't like very much?	25. Do you like watching movies in your free time? Why or why not?
11. What games do you like to play?	26. What did you do this morning?
12. What do you usually do after you finish your homework?	27. What do you usually take with you when you go to the beach?
13. Who is your favourite teacher at school?	28. What would you like to do this summer?
14. Tell us a few things there are in your classroom.	29. What country would you like to visit and why?
15. What do you do when you don't have school?	30. What would you like to change about your school? Why?

## 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

#### AT HOME (p. 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. Who do you think these people are? What are they doing?

###### A2 questions

- c) Look at photo 4. What can you see in this photo?
- d) Look at photo 2 again. How are the people in this photo feeling? Why?

##### TASK 1.2

###### A1 questions

- e) Look at photo 1. Who do you think these people are? What are they doing?
- f) Look at photo 3. How many people can you see? What are they doing?

###### A2 questions

- g) Look at photo 3 again. How are the people in this photo 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.

#### FRIENDS (p. 6)

##### TASK 2.1

###### A1 questions

- a) Look at photo 5. Where do you think these children are? What are they doing?
- b) Look at photo 7. Where do you think these girls are and what are they doing?

###### A2 questions

- c) Look at photo 6. What can you see in this photo?
- d) Look at photo 5 again. How do you think these children are feeling? Why?

##### TASK 2.2

###### A1 questions

- e) Look at photo 6. Where are these students? What are they doing?
- f) Look at photo 8. Who do you think these people are? What are they doing?

###### A2 questions

- g) Look at photo 6 again. How do you think the students in the photo are feeling? Why?
- h) Look at photos 7 and 8, and compare them.

## TRAVELLING (p. 7)

### TASK 3.1

#### A1 questions

- a) Look at photo 9. How many people are there in the photo? What are they wearing?
- b) Look at photo 10. Where are these girls? What are they doing?

#### A2 questions

- c) Look at photos 10 and 11, and compare them.
- d) Look at photo 10 again. How are these girls feeling? Why?

### TASK 3.2

#### A1 questions

- e) Look at photo 9. Who do you think these people are? What are they doing?
- f) Look at photo 12. Where are these people? What are they doing?

#### A2 questions

- g) Look at photo 9 again. How do you think these people are feeling? Why?
- h) Look at photos 9 and 11. Which way of travelling do you like? Why?

## LET'S GO SHOPPING (p. 8)

### TASK 4.1

#### A1 questions

- a) Look at photo 13. Who do you think these people are? Where are they?
- b) Look at photo 14. How many people can you see? What are they doing?

#### A2 questions

- c) Look at photo 16. What can you see in this photo?
- d) Look at photos 14 and 16 again, and compare them.

### TASK 4.2

#### A1 questions

- e) Look at photo 14. Who do you think these people are? What are they wearing?
- f) Look at photo 15. Where do you think these people are? What are they doing?

#### A2 questions

- g) Look at photo 13. How are these girls 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.

## 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).

**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

## FESTIVALS (p. 9)

### A1 level tasks

#### Task 1.1

Look at poster 1 (Flower Festival).

- What can you see at this festival?
- Do you want to go to this festival? Why?

#### Task 1.2

Look at poster 2 (Summer Kids Festival).

- What can you do at this festival?
- Do you want to go to this festival? Why?

### 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 text, 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 text he or she can see the information you are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Flower Festival		
Set A	When is the festival?	<i>It's from Friday 23<sup>rd</sup> to Sunday 25<sup>th</sup> May.</i>
	Is there any food in the festival?	<i>Yes, there is.</i>
	How can I get information?	<i>You can call them or visit the festival's website.</i>
Set B	What time can I go to the festival?	<i>From 1.30 to 4.30 in the afternoon.</i>
	Can I go there by metro?	<i>Yes, it is next to a metro station.</i>
	What can children do there?	<i>There are activities and games for children.</i>
Summer Kids Festival		
Set A	Where is this festival?	<i>In Sedgfield Football Club.</i>
	How much do children pay?	<i>It's 10 euros.</i>
	What is the email for information?	<i>It's meetmymascot@gmail.com</i>
Set B	Is the festival in June?	<i>Yes, it's in June.</i>
	What time can I go to the festival?	<i>From 1.30 to 4.30 p.m.</i>
	Do we pay for the parking?	<i>No, it's free.</i>

## BOARD GAMES (p. 10)

### A1 level tasks

#### Task 2.1

Look at advertisement 3 (Scavenger Hunt for Kids).

- Who can play this game?
- Do you want to play this game? Why or why not?

#### Task 2.2

Look at advertisement 4 (Think Words!).

- Can adults play this game?
- Do you want to play this game? Why?

### A2 level tasks

**ATTENTION:** There are two sets of questions for each competition, 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, answer 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
<b>Scavenger Hunt for Kids</b>		
Set A	How much does the game cost?	15 euros.
	How many cards are there?	There are 54 cards.
	Where can I find information about the game?	From the website: <a href="http://www.areyougame.com">www.areyougame.com</a>
Set B	What is the name of the game?	It's Scavenger Hunt.
	Who is the winner?	The first player to move his or her pawn across the finish line wins!
	How many children can play this game?	2-4.
<b>Think Words!</b>		
Set A	What is this game called?	Think Words.
	Who wins the game?	The last player left wins.
	Are there any batteries in the box?	No, you have to buy them.
Set B	Can 10 people play this game?	No, it's for up to 8 people.
	How many cards are there in the box?	There are 36 cards.
	How much does the game cost?	It costs 20 euros.



## LET'S JOIN A CLUB! (p. 11)

### A1 level tasks

#### Task 3.1

Look at poster 5 (Pinewood School Book Club).

- What can you see in this poster?
- What can you do in this club?

#### Task 3.2

Look at poster 6 (Kids Chess Club).

- What can you learn in this club?
- Who can become a member of this club?

### A2 level tasks

**ATTENTION:** There are two sets of questions for each advert, BUT each candidate is asked one set of three questions. Use the same advert, 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
Pinewood School Book Club		
Set A	What is the name of the school?	Pinewood School.
	Who can go to this club?	All the students of the school.
	How much do I pay at this club?	Membership is free.
Set B	What time can I go to the meetings?	From 3.30 to 5.00 in the afternoon.
	Where is the club?	In Pinewood School Library on the second floor.
	How can I get information about the club?	You can send an email at <a href="mailto:rfl@pinewood.org">rfl@pinewood.org</a>
Kids Chess Club		
Set A	What is the school called?	Huston Elementary School.
	Do we meet every day?	No, meetings are on Saturday.
	Where can parents park their car?	There is a free parking area.
Set B	Where is the club?	In Library Children's Room.
	What is the phone number of the club?	It's 222-222-222
	How much do members pay?	It's 50 euros per year.

## TOURS (p. 12)

### A1 level tasks

#### Task 4.1

Look at poster 7 (Londonderry).

- What can you see in this poster?
- Do you want to take this bus? Why?

#### Task 4.2

Look at poster 8 (Dolphin Tours).

- Do the tours leave at the weekend?
- What do you think you can learn in this tour?

### 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
Londonderry		
Set A	Where is the bus?	<i>In London.</i>
	Can I buy tickets from the internet?	<i>Yes, you can.</i>
	How much does the ticket for children cost?	<i>It's 7 euros.</i>
Set B	How many stops are there?	<i>There are 7 stops.</i>
	Where can I find tickets?	<i>You can book online or you can buy tickets on the bus.</i>
	Is there free wi-fi?	<i>Yes, there is.</i>
Dolphin Tours		
Set A	How long are the tours?	<i>2 hours.</i>
	How much do adults pay?	<i>20 euros.</i>
	How can I get information?	<i>From the website: <a href="http://www.go2dolphins.com">www.go2dolphins.com</a></i>
Set B	Are there tours in the morning?	<i>Yes, at 11 in the morning.</i>
	How much do children pay?	<i>10 euros.</i>
	How can I buy tickets?	<i>You can call or book online.</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"> <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. Repeat the task instructions more slowly.</li> </ol>
....if the candidate is very nervous/ tense 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. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember.</li> <li>3. Try breaking down the question into more simple questions without paraphrasing or altering the original question.</li> <li>4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense 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 more slowly.</li> <li>2. If no response is forthcoming, move on to the next question/ task.</li> </ol>
...in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	<ol style="list-style-type: none"> <li>1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.</li> </ol>
... 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"> <li>1. Do not show surprise. If the question is semantically appropriate we consider it as a correct response. Continue by providing the answer.</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.
- 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	
<b>ACTIVITY 1</b> 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.	
<b>ACTIVITY 2</b> Talk about photos	Has difficulty in responding 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.	
<b>ACTIVITY 3</b> Give/Ask for info	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	
<b>Pronunciation and intonation</b>	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.	
<b>Lexical range - appropriacy of linguistic choices</b>	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.	
<b>Grammatical accuracy</b>	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.	
<b>Fluency</b>	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.	
<b>Communication strategies</b>	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.	
<b>Cohesion and coherence</b>	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.	
<b>1= Unsatisfactory</b> (FOR A1)	<b>2= Partly unsatisfactory</b> FOR A1	<b>3= Moderately satisfactory</b> (FOR A1)	<b>4= Satisfactory</b> ( (FOR A2)	<b>5= Fully satisfactory</b> (FOR A2)