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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

2023 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
Personal information	
1. What time do you usually wake up on Sundays?	16. Is winter your favourite season? Why or why not?
2. What time do you usually go to sleep on Saturdays?	17. Do you like reading books? Why or why not?
3. What's your favourite food? How often do you eat it?	18. What do you usually do at the weekend?
4. Do you like orange juice? How often do you drink it?	19. Where do you like to eat when you go out? Why?
5. How many friends do you have? Who is your favourite friend?	20. What's your favourite day of the week and why?
My environment	
6. Tell us 2 things you like in your bedroom.	21. Would you like to live in a different village / town / city? Why or why not?
7. Can you tell us some things about your house?	22. Tell us about an interesting place you visited this year.
8. Which are your favourite places in your village / town / city?	23. Do you have any pets? Why or why not?
9. Which is your favourite room in your house?	24. Do you go to school on foot? Why or why not?
School, work & leisure	
10. Where do you usually go after school?	25. Tell us about something special you did last week.
11. What do you like doing in your free time?	26. What are you going to do tomorrow?
12. What do you do to relax?	27. Do you play a musical instrument? Why or why not?
13. What sports do you do at school?	28. Which places in Greece do you want to visit? Why?
14. How much time do you spend on your homework?	29. What are you going to do next weekend?
15. What do you do when you wake up in the morning?	30. What do you want to do in the summer?

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 SCHOOL (p. 5)

TASK 1.1

A1 questions

- a) Look at photo 1. How many children can you see? What are they doing?
- b) Look at photo 2. Where are these children? What are they doing?

A2 questions

- c) Look at photo 3. What can you see in this photo?
- d) Look at photo 1 again. Do you think the children in this photo enjoy what they are doing? Why?

TASK 1.2

A1 questions

- e) Look at photo 3. How many children can you see? What are they doing?
- f) Look at photo 4. Where do you think these children are? What are they doing?

A2 questions

- g) Look at photo 4 again. How are the children in this photo feeling? Why?
- h) Now, we're going to play a game. Choose a photo from this page and describe it. Don't tell me the number. I'll guess which photo you're talking about.

EATING OUT (p. 6)

TASK 2.1

A1 questions

- a) Look at photo 5. Who do you think these women are? What are they doing?
- b) Look at photo 6. Where do you think these people are? What are they doing?

A2 questions

- c) Look at photo 7. What can you see in this photo?
- d) Look at photo 6 again. How do you think these people are feeling? Why?

TASK 2.2

A1 questions

- e) Look at photo 7. Where are these people? What are they doing?
- f) Look at photo 8. Where are these women? What are they doing?

A2 questions

- g) Look at photo 8 again. How do you think the women in the photo are feeling? Why?
- h) Look at photos 5 and 8, and compare them.

FREE TIME ACTIVITIES (p. 7)

TASK 3.1

A1 questions

- a) Look at photo 9. Where do you think these children are? What are they doing?
- b) Look at photo 10. How many children can you see? What are they doing?

A2 questions

- c) Look at photo 11. What can you see in this photo?
- d) Look at photo 9 and 10 again, and compare them.

TASK 3.2

A1 questions

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

A2 questions

- g) Look at photo 12 again. How do you think these people are feeling? Why?
- h) Look at photos 9 and 10. Which activity do you prefer? Why?

HAPPY MOMENTS (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. Where are these children? What are they wearing?

A2 questions

- c) Look at photo 15. What can you see in this photo?
- d) Look at photo 14 again. How do you think these people are feeling? Why?

TASK 4.2

A1 questions

- e) Look at photo 15. Who 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 photo 15 again. How is the woman feeling? Why?
- h) Now, we're going to play a game. Choose a photo from this page 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

LOST PETS (p. 9)

A1 level tasks

Task 1.1

Look at poster 1 (Missing Dog).

- What can you see in this poster?
- Do you have a dog? Why / Why not?

Task 1.2

Look at poster 2 (Lost Cat).

- What can you see in this poster?
- Do you have a cat? Why / 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 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
Missing Dog		
Set A	How old is the dog?	<i>It's 1 year old.</i>
	What colour is its collar / What is the colour of its collar?	<i>It's blue.</i>
	How much money is the reward?	<i>200 euros.</i>
Set B	What is the name of the dog?	<i>It's Pluto.</i>
	When did the dog get lost?	<i>On May 1st.</i>
	What should / can I do if I find the dog?	<i>You must / can call +1-894-799-1289.</i>
Lost Cat		
Set A	Is the cat black?	<i>No, it's cream-colored.</i>
	How old is the cat?	<i>It's/He's 11 months old.</i>
	What is the phone number for information?	<i>It's (123) 456 7890.</i>
Set B	What is the cat called?	<i>Valentino.</i>
	Has it got blue eyes?	<i>No, they're blue.</i>
	Is the cat quiet?	<i>No, he isn't. He cries a lot.</i>

HOUSES FOR SALE (p. 10)

A1 level tasks

Task 2.1

Look at advertisement 3 (Capstone).

- What can you see in this house?
- Do you want to live in this house? Why or why not?

Task 2.2

Look at advertisement 4 (Viola Group).

- How many people do you think can live in this house?
- Do you want to live in this house? Why or why not?

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
Capstone		
Set A	How much does the house cost?	<i>It costs 800,000 euros.</i>
	Is the garden big?	<i>Yes, it is.</i>
	How can I find information about the house?	<i>You can call (700) 790-6544 or send an email at seanreyes@agent.com.</i>
Set B	Is there a swimming pool?	<i>Yes, there is.</i>
	How many bedrooms are there?	<i>There are 4 bedrooms.</i>
	What is the email address for information?	<i>It's seanreyes@agent.com.</i>
Viola Group		
Set A	How much does the house cost?	<i>It costs 400,000 euros.</i>
	Is there a big kitchen in the house?	<i>Yes, there is.</i>
	What is the phone number for information?	<i>It's 951-735-1098.</i>
Set B	How many bedrooms are there in the house?	<i>There are 2 bedrooms.</i>
	Is the house near the city centre?	<i>Yes, it is.</i>
	How can I get information?	<i>Visit the Viola Group website: www.violagroup.com.</i>

INVITATIONS (p. 11)

A1 level tasks

Task 3.1

Look at card 5 (Birthday party).

- What can you see in this card?
- Do you like parties? Why? / Why not?

Task 3.2

Look at card 6 (End-of-school party).

- What can you do at this party?
- Do you want to go to this party? Why? / Why not?

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
Birthday party		
Set A	Where is the party?	At Gnome Smart Park.
	What time is the party?	It's at 7 p.m..
	Can we dance at the party?	Yes, of course.
Set B	Who is having a party?	Denise.
	When is the party?	It's on Saturday 17 th June.
	How can I get information about the party?	You can call Denise at +44 5768325.
End-of-school-party		
Set A	What is the party for?	It's for the end of the school year.
	What time does the party start?	It starts at 7.00 in the evening.
	Where is the party?	It's at Hilton Primary School.
Set B	When is the party?	It's on Saturday June 17 th .
	Will we have food?	Yes, of course.
	What does the winner of the competition get?	Prizes and surprises.

TIMETABLES (p. 12)

A1 level tasks

Task 4.1

Look at timetable 7 (SCHOOL TIMETABLE).

- Which subject on this timetable do you like the best?
- Which do you think is the best day for the students of this class? Why?

Task 4.2

Look at timetable 8 (GORDON'S SUMMER CAMP SCHEDULE).

- Which of these activities do you do?
- Do you want to go to this summer camp? Why? /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
School Timetable		
Set A	Do the students have Maths on Monday?	Yes, they do.
	When does the first break start?	It starts at 9.40.
	What time do they leave school?	Students who don't take part in after school activities leave school at 1.15.
Set B	When do the students have Art?	On Wednesday.
	What do they do at 12.25?	They have a break.
	Do they have English on Friday?	Yes, they do.
Gordon's Summer Camp Schedule		
Set A	What is the name of the summer camp?	Gordon's Summer Camp.
	Do they play football on Tuesday?	Yes, they do.
	What do they do at 16.00?	They play games.
Set B	What time do they have breakfast?	At 9.00.
	When is the dance lesson?	On Thursday at 11.00.
	What do they do at 18.00?	They have dinner.

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 (<i>for activities 2 and 3</i>)?	<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 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.	
ACTIVITY 3 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	
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 - 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 (FOR A1)	2= Partly unsatisfactory FOR A1	3= Moderately satisfactory (FOR A1)	4= Satisfactory ((FOR A2)	5= Fully satisfactory (FOR A2)