

# ΚΑ

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of National Education and Religious Affairs  
**English Language Certification**

**LEVEL A1 & A2**

on the scale set by the Council of Europe

**MODULE 4**

**SPEAKING  
Examiner Pack**

MAY 2008

## ATTENTION

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

- the Interlocutor Frame – parts 1, 2 & 3
- the test items, i.e. questions for Activity 1 and tasks for Activities 2 & 3
- 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 the 3 parts of the INTERLOCUTOR FRAME before the oral test begins 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:	<p>Good morning/ afternoon. Welcome. Can I have your papers, please? <i>(Take them and give them to your co-assessor, making sure you don't mix up who is who.)</i></p> <p>Thank you, please take a seat. My name is ..... (and) this is another examiner ..... (and this is an observer .....). S/he/ They will be listening to us.</p> <p>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? <i>(Write it down.)</i> And yours? <i>(Write it down.)</i></p>
Activity 1 (5 minutes for both candidates) – Dialogue	
Examiner:	<p>Ok. Let's start with Activity 1. I will ask each of you some questions, OK?</p> <p><i>Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given <a href="#">below</a> and ask him/her.</i></p>
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Examiner:	Now, let's go on with <i>candidate's B NAME</i> .
	<i>Choose TWO A1 and TWO A2 (DIFFERENT from the ones you asked candidate A) questions from the ones given <a href="#">below</a> and ask him/her.</i>
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.



## ACTIVITY 1 INTERVIEW

### A1 LEVEL QUESTIONS

### A2 LEVEL QUESTIONS

#### Personal information

- Do you have a brother or sister? Is he/she/ are they older than you?
- When is your birthday?
- What is your favourite colour?
- How many people are there in your family? Who are they?
- What do you usually have for breakfast?

- Do you have a brother / a sister? Tell me about him/ her.
- What kind of food do you like?
- What are your favourite games?
- What do you like about school best?
- Who is your favourite cousin/ friend/ uncle/ aunt? How often do you see him/her?

#### My environment

- Where do you live?
- What is your address?
- Is your house far from your school?
- What time do you go to school every morning?
- What kind of work do your parents do?

- Tell us about your house.
- Tell us about your neighbourhood.
- Tell me about your favourite room in the house.
- Where is your school? Talk about the area/ neighbourhood.

#### Work & leisure

- When do you go to school and how?
- What do you do at school?
- Do you have a hobby? Tell me about it.
- How often do you watch TV?
- What kind of games do you play?

- Tell us about your school friends.
- What do you do on the weekends?
- Which is your favourite sport and why?
- What do you like to do best in the evenings?
- Talk to us about something special you did last week.

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?
<i>Start with candidate B this time.</i>	
Examiner:	Let's start with <i>Candidate's B NAME</i> . His/her NAME, here is your page ( <i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i> ) and I'd like you to tell me ..( <i>choose the task from the ones <u>below</u> and read out TWO A1 and TWO A2 questions</i> ).
Examiner:	( <i>When your exchange with the candidate has finished.</i> ) Thank you.
Examiner:	Now, <i>Candidate's A NAME</i> , it's your turn. Here is your page ( <i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i> ) and .....( <i>choose the task from the ones <u>below</u> and read out TWO A1 and TWO A2 questions</i> ).
Examiner:	( <i>When your exchange with the candidate has finished.</i> ) Thank you.



## ACTIVITY 2 TALK ABOUT THE PHOTOS

1. FAMILY (PAGE 6)
TASK 1.1
<b>A1 questions</b>
a) How many people are there in photos 1 & 2 (or 3 & 4, or 4 & 5)?
b) Where do you think the people in photos 1 & 3 (or 4 & 5) are?
<b>A2 questions</b>
c) Compare photos 2 & 5 (or 3 & 4) (what they are doing, how old they are).
d) What do you think the people in photo 1 (or 4) will do next?
TASK 1.2
<b>A1 questions</b>
a) How old do you think the people in photos 2 & 5 are?
b) Where do you think the people in photos 1 & 5 (or 2 & 3) come from?
<b>A2 questions</b>
c) Let's play a game. Choose a photo and describe it to me. I will guess which one it is.
d) What's the relationship between the people in photos 1 & 2 (or 3 & 4 or 4 & 5)?
2. CHILDREN (PAGE 7)
TASK 2.1
<b>A1 questions</b>
a) How many children are there in photos 9 & 10 (or 6 & 8)?
b) How old do you think the children in these photos are?
<b>A2 questions</b>
c) What are the children in photos 6 & 7 (or 8 & 9 or 7 & 10) doing?
d) Compare photos 7 & 8 (or 6 & 10 or 7 & 9). What are the kids doing?
TASK 2.2
<b>A1 questions</b>
a) What can you see in photo 6 (or 7 or 8 or 9 or 10)?
b) The same girl is in photos 6 & 9. What is she doing?
<b>A2 questions</b>
c) Let's play a game. Choose a picture and talk to me about it. I'll guess which one it is.
d) What's the relationship between the people in photos 6 & 10 (or 7 & 9)?

<b>3. SPORTS (PAGE 8)</b>	
<b>TASK 3.1</b>	
<b>A1 questions</b>	
a) What are the boys and girls in photos 11 & 15 (or 12 & 14 or 11& 13) doing?	
b) Where are the boys and girls in photos 11 & 13 (or 12 &15 or 14 & 15)?	
<b>A2 questions</b>	
c) Are all the people in photos 11 & 15 (or 12 & 13) of the same age?	
d) Which of these sports do you like most and why?	
<b>TASK 3.2</b>	
<b>A1 questions</b>	
a) What can you see in photos 11 & 12 (or 13 & 15)?	
b) Are the children in photos 13 & 15 wearing the same type of clothes?	
<b>A2 questions</b>	
c) What are the people in photos 11 & 14 (or 13 & 15) wearing?	
d) What do you think the boys in photos 13 & 14 (or the girls in photos 12 & 14) will do next?	
<b>4. SCHOOL (PAGE 9)</b>	
<b>TASK 4.1</b>	
<b>A1 questions</b>	
a) What do you think is happening in photo 16 (or 18, or 20)?	
b) Do you think that photos 17 & 19 are from the same classroom?	
<b>A2 questions</b>	
c) Compare photos 17 & 20 (or 16 &18) (what the kids are doing, how they are feeling, etc).	
d) Do you think that photo 16 (or 20) is of a Greek classroom? Why or why not?	
<b>TASK 4.2</b>	
<b>A1 questions</b>	
a) Where do you think the children in photos 17&18 (or 16 & 20) are?	
b) What do you think the children in photo 16 (r 17, or 18, or 19, or 20) are doing?	
<b>A2 questions</b>	
c) Let's play a game. Choose a picture and talk to me about it. I will guess which one it is.	
d) What do you think the children in photo 16 (or 17 or 18 or 19 or 20) will do next?	
<b>5. WORK (PAGE 10)</b>	
<b>TASK 5.1</b>	
<b>A1 questions</b>	
a) Where do you think the people in photos 21 & 22 (or 23 & 24) are?	
b) What do you think is happening in photo 21 (or 22 or 23 or 24 or 25)?	
<b>A2 questions</b>	
c) Think about the jobs in photos 22 & 24 (or 22 & 23 or 21 & 25). What do these people usually do at work?	
d) Which of these jobs would you prefer to do and why?	
<b>TASK 5.2</b>	
<b>A1 questions</b>	
a) Are the people in photos 21 & 23 (or 22 & 24) about the same age?	
b) Where are the people in photos 21 & 23 (or 24 & 25)?	
<b>A2 questions</b>	
c) What are the people in photo 21 & 25 (or 23 & 24) doing?	
d) Are the men in photos 23 & 25 (or the women in photos 22 & 24) wearing the same type of clothes? (What are they wearing?)	
<b>6. TRAVEL (PAGE 11)</b>	
<b>TASK 6.1</b>	
<b>A1 questions</b>	
a) What do you think the people in photo 26 (or 27, or 28, or 29, or 30) are doing?	

b) What can you see in photo 27 and 30?
<b>A2 questions</b>
c) What do you think the people in photo 26 (or 27, or 28, or 29, or 30) will do next?
d) Compare photos 27 & 29 (or 26 & 30, or 26 & 28, or 27 & 28).
e) Is there any place in these photos that YOU would like to visit? Which one and why?
<b>TASK 6.2</b>
<b>A1 questions</b>
a) Where are the people in photo 26 & 27 (or 28 & 29 or 26 & 30), do you think?
b) Describe the people in photo 26 (or 30) (clothes, age, etc).
<b>A2 questions</b>
c) Which of these places do you think is suitable for a school trip and why?
d) Now tell me which of these places YOU would like to visit and why.

<b>INTERLOCUTOR FRAME FOR A LEVEL – Part 3 (Activity 3)</b>	
Activity 3 (5 minutes for both candidates) – Giving and asking for information	
<b>Examiner:</b>	Now, let's move on to Activity 3. I will show each one of you a page with photos and I will ask you some questions. Then YOU will also ask me some questions about the photos, OK?
<i>Start with candidate A this time.</i>	
<b>Examiner:</b>	Let's start with <i>Candidate's A name</i> . 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 ones <u>below</u> and read out TWO A1 questions and TWO A2 prompts for questions by the candidate – when (if) the candidate asks you his/her two questions answer them in a natural way).
<b>Examiner:</b>	(When your exchange with the candidate has finished.) Thank you.
<b>Examiner:</b>	Now, <i>Candidate's B NAME</i> , 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 ones <u>below</u> and read out TWO A1 questions and TWO A2 prompts for questions by the candidate – when (if) the candidate asks you his/her two questions answer them in a natural way).
<b>Examiner:</b>	(When your exchange with the candidate has finished.) Thank you. This is the end of the examination <i>Candidate's A NAME and Candidate's B NAME</i> . Have a nice day/ afternoon.



### ACTIVITY 3 GIVING AND ASKING FOR INFORMATION

<b>1. BOOKS (PAGE 12)</b>
<b>Task 1.1</b>
<b>A1 questions</b>
a) Which book on this page is about the theatre and which about a trip (or how to make friends and robots or the alphabet and how to play with friends)?
b) Which of these books do you think are for children under five?
<b>A2 questions</b>
c) Ask me how much the book "On Stage" ( or "Black Beauty" or "All children have different eyes" or "A Dream Vacation" or "AlphaBetter" or "Hello, Robots") costs <sup>1</sup> .
d) Ask me where you can buy the book "On Stage" ( or "Black Beauty" or "All children have different eyes" or "A Dream Vacation" or "AlphaBetter" or "Hello, Robots").
<b>Task 1.2</b>
<b>A1 questions</b>
a) What does the cover of book no 1 (or 2 or 3 or 4 or 5 or 6) show?
b) What do you think books 2 & 4 (or 5 & 6) are about?

<sup>1</sup> The examiner should answer the candidates' questions.



<b>A2 questions</b>
<ul style="list-style-type: none"> <li>c) Ask me what the title of book no 1 (or 2 or 3 or 4 or 5 or 6) is.</li> <li>d) Ask me which book I like.</li> <li>e) Ask me who wrote book no 2 (or 4 or 6).</li> </ul>
<b>2. POSTERS (PAGE 13)</b>
<b>Task</b>
<b>A1 questions</b>
<ul style="list-style-type: none"> <li>a) Who made poster no 7?</li> <li>b) Which poster is about a country's history (or travelling or food)?</li> <li>c) Poster No. 8 is in many languages. What is in English?</li> </ul>
<b>A2 questions</b>
<ul style="list-style-type: none"> <li>d) Ask me what poster No. 10 advertises and who the advertisement is for?</li> <li>e) Poster No. 9 is a video advertisement. Ask me any 2 questions about this video (what it's about, who it's for, etc.)</li> <li>f) Ask me in which public places we can find posters like No. 8 (or no 7) and one more question about this poster.</li> </ul>
<b>3. CINEMA (PAGE 14)</b>
<b>Task</b>
<b>A1 questions</b>
<ul style="list-style-type: none"> <li>a) Which of these do you think is a Fantasy movie? Why?</li> <li>b) Is Spiderman a good or a bad person? What do you know about this character?</li> <li>c) Which of these movies would you like to see and why?</li> </ul>
<b>A2 questions<sup>2</sup></b>
<ul style="list-style-type: none"> <li>d) Ask me two questions about the "Harry Potter" (or the "Star Wars" or the "Pirates of the Caribbean" or "Spiderman") movie and I will try to answer your questions (if it's also a book, who the director is, who's playing, if it won any prizes, etc.)</li> <li>e) Ask me which movie I would like to see and why.</li> <li>f) I saw "Harry Potter" (or the "Star Wars" or the "Pirates of the Caribbean" or "Spiderman"). Ask me two questions about it (when I saw it, if I liked it, why I liked it etc.)</li> </ul>
<b>4. CARDS (PAGE 15)</b>
<b>Task 4.1</b>
<b>A1 questions</b>
<ul style="list-style-type: none"> <li>a) Why is (are) Diana (or Peter and Joan or Laila or Robert or George and Mary Pappas or Karen and Nicolas) sending card No. 15 (or 16 or 17 or 18 or 20)?</li> <li>b) How old, do you think, is the person (are the people) sending card No. 15 (or 16 or 17 or 18 or 19 or 20).</li> <li>c) Who is card No. 15 ( or 16 or 17 or 18 or 19 or 20) for?</li> </ul>
<b>A2 questions</b>
<ul style="list-style-type: none"> <li>d) Ask me why Aileen is in hospital.</li> <li>e) Ask me 2 questions about Diana (or Nancy or Kathy and Michael) and her party (or her holiday or their trip).</li> </ul>
<b>Task 4.2</b>
<b>A1 questions</b>
<ul style="list-style-type: none"> <li>a) Why are Mr. and Mrs. Pappas sending a congratulations card to Alexandra and James?</li> <li>b) Imagine your friend is in hospital (or you forgot your friend's birthday). Which card will</li> </ul>

<sup>2</sup> For **information about the films in question see Appendix** (on p. 7 in this pack). Of course, you can also say that you don't know and play it by ear.

you send him/her?
<b>A2 questions</b>
c) Imagine I am Kathy (or Michael) taking the trip to Mexico. Ask me about my plans. d) Imagine I am Aileen's mother (father) and Aileen is still in hospital. Ask me about her. e) Imagine I am Diana. Ask me two questions about the school party.
<b>5. SIGNS (PAGE 16)</b>
<b>Task</b>
<b>A1 questions</b>
a) Where can you see a sign like 21 & 22 (or 24 & 26, or 24 & 25)? b) Which sign is also a badge/ pin that someone can wear/ put on? c) Jenny put up sign 26 outside her room. Why do you think she put it there?
<b>A2 questions</b>
d) Ask me two questions about sign 22 (who, what, why questions). e) Ask me one question about sign 25 and one about sign 24. f) Ask me where I saw sign 21. g) Ask me which sign I saw in the area of school (or on the bus)?

## APPENDIX

### INFORMATION ABOUT THE FILMS of page 14

**Harry Potter** is a movie based on another one of the novels by J.K. Rowling. The film was directed by David Yates and produced by Warner Brothers, with Daniel Radcliffe, Rupert Grint and Emma Watson. Starring: Helena Bonham Carter, Robbie Coltrane, Warwick Davis, Ralph Fiennes and many more... For Additional Information visit [www.mpaa.org](http://www.mpaa.org).

**Spiderman III** was directed by Sam Raimi. The screenplay was written by Sam Raimi & Ivan Raimi. Its' an Action movie with lots of adventure, but can also be characterized as Sci-Fi and Thriller. The plot is that a strange black entity from another world bonds with Peter Parker and causes inner turmoil as he contends with new villains, temptations, and revenge. Starring Tobey Maguire as Spider-Man (and Peter Parker) and Kirsten Dunst as Mary Jane Watson.

**Star Wars: Episode III - Revenge of the Sith** was released in Greece in 2005. As Star Wars I and II, Star Wars III was written and directed by George Lucas, and it was produced by Matthew Stover. It's mainly a Science-Fiction movie that was nominated for an Oscar and won 13 prizes. The plot is that after three years of fighting in the Clone Wars, Anakin Skywalker concludes his journey towards the Dark Side of the Force, putting his friendship with Obi Wan Kenobi and his marriage at risk. Starring: Ewan McGregor as Obi-Wan Kenobi, Natalie Portman as Padmé, Hayden Christensen as Anakin Skywalker, Ian McDiarmid as Supreme Chancellor Palpatine, Samuel L. Jackson as Mace Windu and Jimmy Smits as Senator Bail Organa.

**Pirates of the Caribbean: The Dead Man's Chest** was directed by Gore Verbinski. It was written by Ted Elliott & Terry Rossio. It's an Action movie with lots of adventure. It can also be characterized as a Comedy or Fantasy movie. The plot is that Jack Sparrow, the main hero, races to recover the heart of Davy Jones to avoid enslaving his soul to Jones' service, as other friends and foes seek the heart for their own agenda. Starring Johnny Depp as Jack Sparrow, Orlando Bloom as Will Turner, and Keira Knightley as Elizabeth Swann. It won an Oscar, it had another 29 wins and 34 nominations for prizes.

## 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. 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>

### 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.

## THE A LEVEL EXAM: ORAL ASSESSMENT CRITERIA

### Task completion

ACTIVITY 1 – Dialogue	
3	Responded to all questions, including the most important content points in his/her answers.
2	Responded to most questions, including the main content points, but had difficulty with the more challenging questions.
1	Responded effectively to the A1 level but could not respond to the A2 level questions.
0	Poor attempt at answering any of the questions posed, wrong answer or no answer at all.
ACTIVITY 2 – Talking about photos	
3	Responded to all the questions of the task, using the visual prompts effectively and including all content points.
2	Reasonable achievement of A1 part of the task, using the visual prompts, including most content points but had difficulty with the A2 part of the task.
1	Responded to the A1 part of the task but had great difficulty or did not do the A2 part of the task.
0	Poor attempt to do even the A1 part of the task, wrong response or no response at all.
ACTIVITY 3 – Giving and asking for information	
3	Responded to all the questions of the task, using the visual prompts/ multimodal texts effectively and including all content points.



2	Reasonable achievement of A1 part of the task, using the visual prompts/ multimodal texts, including most content points but had difficulty with the A2 part of the task.
1	Responded to the A1 part of the task but had great difficulty or did not do the A2 part of the task.
0	Poor attempt to do even the A1 part of the task, wrong response or no response at all.

### Overall language performance

PRONUNCIATION AND STRESS	
2	Occasional mispronunciations may occur and L1 accent is noticeable but output is intelligible.
1	Generally clear articulation but L1 interference in pronunciation and stress is distracting and occasionally the output is unintelligible.
VOCABULARY	
3	Basic vocabulary but the words used are morphologically and semantically correct and the message gets across clearly. May use memorized phrases, groups of words and formulae in order to communicate, but the words used are appropriate to the given task.
2	Most of the words used are morphologically and semantically correct and the message gets across though not always very clearly. Memorised groups of words or phrases are not always appropriate for the given task.
1	Very basic and limited repertoire of mostly memorised words and phrases. Morphologically and semantically incorrect words are not uncommon (though sometimes they are self-corrected). The message gets across with difficulty.
0	Few scattered words, inappropriate word choice or no communication.
GRAMMATICAL COMPETENCE	
3	Uses some simple structures correctly but may make mistakes. Nevertheless, the message gets across clearly.
2	Limited range of structures most of which are used correctly. Basic mistakes are common but the message does get across without much difficulty.
1	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Errors of grammar and syntax are common but sometimes they are self-corrected, and the message does get across with some difficulty.
0	Constant errors which obscure communication or no communication.
PRAGMATIC COMPETENCE	
3	Information clearly organised, linked with simple cohesive devices. Hesitations and reformulations are still common but do not tire the listener and do not disrupt coherence.
2	Information in logical sequence and at times cohesively linked with basic linear connectors. Noticeable hesitation and false starts which however do not on the whole disrupt coherence.
1	Information is more or less in logical sequence but sentences are not on the whole cohesively linked. Evident and systematic pausing to search for expressions, to articulate words and to repair communication which may at points disrupt coherence and tire the listener.
0	Lack of coherence and cohesion or no communication.

<b>Mark:</b>	<b>3 = Fully satisfactory</b> for A2 level	<b>2 = Partly satisfactory</b> for A2 level	<b>1 = Satisfactory</b> for A1 level	<b>0 = Unsatisfactory</b> for A1 level
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## ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ