

# ΚΑΛ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education & Religious Affairs, Culture & Sports  
**English Language Certification**

**LEVEL A1 & A2**

on the scale set by the Council of Europe

**MODULE 4**

Examiner Pack

May 2013

## 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 for activities 1, 2 & 3
- the test items, i.e. 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? *(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)*  
 Thank you, please take a seat. My name is \_\_\_\_\_ (and) this is another examiner \_\_\_\_\_ (and this is an observer \_\_\_\_\_). S/he/ They will be listening to us.  
 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

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. How many people live in your house?</li> <li>2. What do you usually eat in the morning?</li> <li>3. What is your favourite food?</li> <li>4. What do you usually do in the afternoon?</li> <li>5. What time do you get up on Sundays?</li> </ol> | <ol style="list-style-type: none"> <li>16. What is your favourite time of the day? Why?</li> <li>17. What does your best friend look like?</li> <li>18. What kind of clothes do you usually wear at school? Why?</li> <li>19. Tell us a few things about your family.</li> <li>20. What is your favourite season of the year? Why?</li> </ol> |
|--|---|

##### My environment

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>6. Where do you live?</li> <li>7. Where do you usually go with your friends?</li> <li>8. What things are there in your bedroom / office?</li> <li>9. Tell us two things that you like about your house.</li> <li>10. What shops are there near your house?</li> </ol> | <ol style="list-style-type: none"> <li>21. What things do you usually do in your village / town / city?</li> <li>22. Where do you usually like to relax at home and why?</li> <li>23. What can a tourist visit in your village / town / city?</li> <li>24. Tell us a few things about someone special in your life.</li> <li>25. What do you usually do at home at weekends?</li> </ol> |
|--|---|

##### School, work & leisure

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>11. Who is your favourite teacher? Why?</li> <li>12. Tell us one or two things about your favourite singer.</li> <li>13. How often do you do sports / go out with your friends / go to the cinema?</li> <li>14. How do you usually go to school / work?</li> <li>15. Tell us one or two things about your school/ work place.</li> </ol> | <ol style="list-style-type: none"> <li>26. Tell us what you did during your Easter holiday.</li> <li>27. Tell us a few things about your favourite hobby.</li> <li>28. What are you going to do after this exam today?</li> <li>29. What would you like to do this summer? Why?</li> <li>30. Which Greek city would you like to visit? Why?</li> </ol> |
|---|--|

**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

**1. FAMILIES (PAGE 6)****TASK 1.1****A1 questions**

- a) Look at photo 1. What can you see?
- b) Look at photo 2. What's the weather like?

**A2 questions**

- c) Look at photo 4. Can you describe it?
- d) Look at photo 4 again. What do you think these people are going to do next?

**TASK 1.2****A1 questions**

- e) Look at photo 3. What can you see?
- f) Look at photo 3 again. How old do you think the woman and the girl are?

**A2 questions**

- g) Look at photo 2. What season of the year do you think it is? Why?
- h) Look at photo 2 again. Where do you think these people are and what are they going to do there?

**2. AT THE MARKET (PAGE 7)****TASK 2.1****A1 questions**

- a) Look at photo 5. What can you see here?
- b) Look at photo 6. What is this woman doing?

**A2 questions**

- c) Look at photo 5. What do you think the woman is going to do next?
- d) Look at photos 7 and 8. Compare these two photos.

**TASK 2.2****A1 questions**

- e) Look at photo 7. How many people can you see?
- f) Look at photo 7 again. What are these people doing?

**A2 questions**

- g) Look at photos 7 and 8. Which of these two places do you like best? Why?
- h) Look at photo 8. What do you think these people will do next?

**3. NEWS (PAGE 8)****TASK 3.1****A1 questions**

- a) Look at photo 9 and 12. What are these people doing?
- b) Look at photo 12. Where do you think these teenagers are?

**A2 questions**

- c) Look at photos 10 and 11. Compare these photos.
- d) Look at photos 10 and 11 again. What kind of news do you think these women like?

**TASK 3.2****A1 questions**

- e) Look at photo 9. How old do you think this girl is?
- f) Look at photo 11. What is this woman doing?

**A2 questions**

- g) Look at photo 12. How do you think these teenagers are feeling? Why?
- h) Look at photos 10 and 12. Which of these activities do you like best? Why?

**4. EXAMS (PAGE 9)****TASK 4.1****A1 questions**

- a) Look at photo 14. What can you see here?
- b) Look at photo 14 again. What time of the day do you think it is?

**A2 questions**

- c) Look at photos 13 & 16. Can you describe them?
- d) Look at photo 15. Where do you think these girls are and what are they doing?

**TASK 4.2****A1 questions**

- e) Look at photo 15. How many young people can you see?
- f) Look at photo 16. What is this girl doing?

**A2 questions**

- g) Look at photo 13. How do think this boy is feeling? Why?
- h) Look at all the photos. Which student looks very tired? Why?

**5. MOTHER NATURE (PAGE 10)****TASK 5.1****A1 questions**

- a) Look at photo 17. What's the weather like?
- b) Look at photo 17 again. What can you see?

**A2 questions**

- c) Look at photos 18 and 19. Compare these photos.
- d) Look at photos 18 and 19 again. Which of these places do you like best? Why?

**TASK 5.2****A1 questions**

- e) Look at photo 18. How old do you think these people are?
- f) Look at photo 20. What are these children doing?

**A2 questions**

- g) Look at photo 20. How do you think these children are feeling? Why?
- h) Look at photos 17, 18 and 19. Which of these activities do you like best? Why?

## 6. SOMETHING TO LOOK AT (PAGE 11)

### TASK 6.1

#### A1 questions

- a) Look at photo 22. Where do you think these people are and what are they doing?
- b) Look at photo 23. What are these children doing?

#### A2 questions

- c) Look at photo 21. How do you think these people are feeling? Why?
- d) Look at photo 21 again. What do you think these people will do next?

### TASK 6.2

#### A1 questions

- e) Look at photo 21. How old do you think these children are?
- f) Look at photo 24. What can you see?

#### A2 questions

- g) Look at photo 23. What do you think these people are going to do next?
- h) Look at photo 22. Why are the people taking photos?

## 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 photos 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 photos. (Choose one multimodal text from the same page). Look at photo X and use the words in the yellow box to ask me three questions about this photo. I will answer your questions (when (if) the candidate asks you his/her THREE questions answer them in a natural way. 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 by the candidate).

Now you will ask me questions about the photos. (Choose one multimodal text from the same page). Look at photo X and use the words in the yellow box to ask me three questions about this photo. I will answer your questions (when (if) the candidate asks you his/her THREE questions answer them in a natural way).

**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

#### 1. LET'S STOP HERE! (PAGE 12)

##### A1 questions

###### Task 1.1

- a) Look at photo 2. What can you see?  
 b) Look at photos 1, 2 and 3. Which of these places is best if you are thirsty? Why?

###### Task 1.2

- c) Look at photos 1, 2 and 3. How many different sweets can you see?  
 d) Look at photo 2. What fruit can you see in it?

##### A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 1</b> What is the name of the shop? How many flavours can I (you) choose from? What are the new flavours?	(It's) Mario's Gelateria. (You can choose from) 10 different flavours. (They're) caramel, apple pie and cheesecake.
<b>TEXT 2</b> How many kinds of apple pie do they (does it) have? How much does the (an) apple pie cost? When is this (the) shop open?	They have (it has) 3 kinds of apple pie. (It costs) only 2 euros. (It's open) all day from 8 a.m. to 10 p.m.
<b>TEXT 3</b> What kind of crepes does it (do they) make? Does it (do they) have strawberry crepes? What do (can) I (you) get for free with each crepe?	(It makes / they make) French crepes. Yes, it does (they do). (You get / you can get) a 500 ml mineral water bottle.

#### 2. JOINING A CLUB (PAGE 13)

##### A1 questions

###### Task 2.1

- a) Look at photos 4, 5 and 6. What are these children doing?  
 b) Look at photos 4, 5 and 6 again. How old do you think these children are?

###### Task 2.2

- c) Look at photo 6. How many children can you see?  
 d) Look at photos 4, 5 and 6 again. Which of these clubs do you like best? Why?

##### A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 4</b> How often are there (do they have) chess lessons? Who can I (you) call for more information? What is the address of the club?	(There are / they have chess lessons) once a week. (I / you can call) Bob Hill. (It's) 44 Peter Street, Hampdon.
<b>TEXT 5</b> What kind of programmes does it (do they) have? How often does it (do they) have competitions? When can I (you) call the club?	(It has / they have) programmes of 1 to 12 hours a week. (It has / they have competitions) every month. (I / You can call it) daily from 5 p.m. to 9 p.m.



<b>TEXT 6</b> What is the name of the guitar club?	It's the 'International Guitar Club'.
What can I (you) learn there?	You can learn how to play classical music, rock and roll or reggae.
What kind of groups does it (do they) have?	(It has / they have) small groups.

### 3. GADGETS AND GAMES (PAGE 14)

#### A1 questions

##### Task 3.1

- a) Look at photo 7. What can you see?  
 b) Look at photo 7 again. Do you think your best friend would like this present for his/her birthday? Why or why not?

##### Task 3.2

- c) Look at photos 8 and 9. What can you see?  
 d) Look at all the photos. Which of these presents would you like best? Why?

#### A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 7</b> What's the name of the video game? Who is the game for? What do you get for free?	(It's) Amazing Hero. (It's) for those who love action. (You get) a CD-ROM with 2 extra games.
<b>TEXT 8</b> How many batteries do they need? When is the shop closed? Where can I (you) find the (these) clocks?	(They need) only 2 batteries. (It's closed) at weekends. (I / You can find them) at Maria's shop.
<b>TEXT 9</b> How many songs can I (you / it) save? What is the (its) new price? Where is it made?	(You / It can save) approximately 1,000 songs. (It's ) only 19.99 pounds. (It's made) in Japan.

### 4. PETS FOR SALE (PAGE 15)

#### A1 questions

##### Task 4.1

- a) Look at photo 10. What is this kitten doing?  
 b) Look at photo 11. Where do you think this puppy is?

##### Task 4.2

- c) Look at photo 11. What can you see?  
 d) Look at photos 10 and 12. Which of these pets do you like best? Why?

#### A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 10</b> How old is the kitten? What does it love doing? Who can give me (you) more information?	(It's) two months old. (It loves) playing with soft toys. Alex Dillon.
<b>TEXT 11</b> What kind of puppy is it (this)? How much does it (the puppy) cost? What time can I (you) call Mrs Taylor?	It's a very quiet and sweet puppy. (It / The puppy costs) 35 euros. (I / You can call her) from 5 to 8 pm only.

<b>TEXT 12</b> Where is the parrot from?	(It's) from North Africa.
What can (does) it say?	(It can say / it says) a few English words.
What does it like to eat?	(It likes to eat) carrots, potatoes and apples.

## 5. POCKET MONEY (PAGE 16)

### A1 questions

#### Task 5.1

- a) Look at photos 13 and 14. What can you see?
- b) Look at photos 13, 14 and 15 again. Which of these do you like most? Why?

#### Task 5.2

- c) Look at photo 14. What colour are the rackets?
- d) Look at photos 13, 14 and 15. Which of these gifts would your best friend like? Why?

### A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 13</b> How many books do I / you (can I / you) buy for 10 euros?	(You can / buy) 3 books.
What do (can) I (you) get for free?	(You can / get) a Harry Potter poster.
Where can I (you) find these books?	(You can find them) only on the Internet.
<b>TEXT 14</b> Where is it made?	(It's made) in Germany.
What is the new price of the table tennis set?	(It's) 10 pounds.
What is the (their) special offer?	(It's) 5 table tennis balls.
<b>TEXT 15</b> Who are the magic tricks for?	(They're for) children aged 6 to 12.
How much does it (do they) cost?	(It costs / They cost) 12 euros.
What can I (you) also buy for 5 euros?	(I / You can buy) a CD-ROM with 25 more tricks.



**POINTS TO REMEMBER WHILE CARRYING OUT THE ACTIVITIES OF THE ORAL TEST****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**

- ➔ Use a different photo text page for each candidate.
- ➔ Show the candidate which photo text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.
- ➔ Do not choose A1 level or A2 level questions at random. Ask two A1 level questions and two A2 level questions that belong to the same task.
- ➔ If the candidate is embarrassed or reluctant to answer the A1 level questions, help him/her out (repeat the task, start with a cue, give an example to start him/her off etc.).
- ➔ If the candidate is embarrassed or reluctant to answer the A2 level questions, give him/her (them) an example but do not insist by giving prompts or adding extra questions etc.

**Activity 3**

- ➔ Use a different multimodal text page for each candidate.
- ➔ Show the candidate which multimodal text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for 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 multimodal text the candidate is expected to ask you questions on. Do not simply give the number of the multimodal text.
- ➔ 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.

## 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.

<b>GRAMMATICAL COMPETENCE</b>	
<b>3</b>	Uses some simple structures correctly but may make mistakes. Nevertheless, the message gets across clearly.
<b>2</b>	Limited range of structures most of which are used correctly. Basic mistakes are common but the message does get across without much difficulty.
<b>1</b>	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.
<b>0</b>	Constant errors which obscure communication or no communication.
<b>COHESION AND COHERENCE</b>	
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	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
--------------	---	--	---	---

## ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ