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ΥΠΟΥΡΓΕΙΟ ΠΟΛΙΤΙΣΜΟΥ, ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Culture, Education & Religious Affairs
English Language Certification

LEVEL A (A1 & A2)

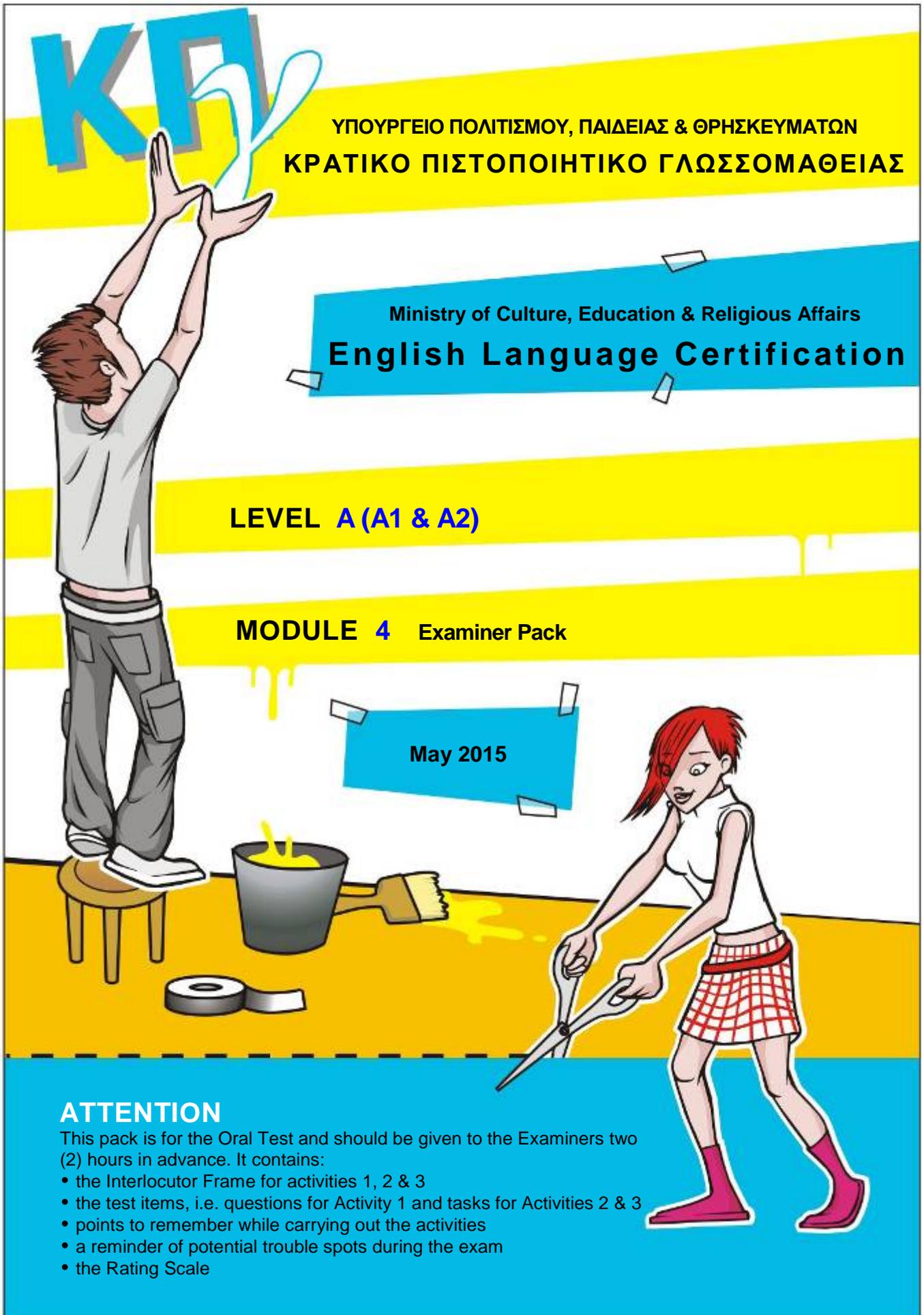
MODULE 4 Examiner Pack

May 2015

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"> 1. What is your favourite colour? 2. What is your favourite food? 3. What time do you usually wake up on Sundays? 4. Who is your best friend? Is she/he older than you? 5. Where do you live? | <ol style="list-style-type: none"> 16. What do you like about school/work best? 17. What does your best friend look like? 18. What's your favourite day of the week and why? 19. What present would you buy for your best friend and why? 20. What do you usually do in the evenings? |
|---|--|

My place

- | | |
|--|--|
| <ol style="list-style-type: none"> 6. What things are there in your living room? 7. Where do you usually go for holidays? 8. What are your favourite places in the town? 9. How many rooms are there in your house? 10. What is there near your home? | <ol style="list-style-type: none"> 21. What shops are there in your neighbourhood? 22. Do you like your house? Why / Why not? 23. Tell us about an interesting place you have visited. 24. Where do you usually like to relax at home and why? 25. What can a tourist do in your city/town/village? |
|--|--|

School, work & leisure

- | | |
|---|---|
| <ol style="list-style-type: none"> 11. What do you like watching on TV? 12. How often do you go on holiday? 13. What do you like doing in your free time? 14. How often do you see your friends? 15. What kind of music do you like? | <ol style="list-style-type: none"> 26. Which is your favourite sport and why? 27. What did you do last weekend? 28. What are you going to do next weekend? 29. Why are you studying English? 30. What country would you like to visit and 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**1. PEOPLE TALKING (PAGE 6)****TASK 1.1****A1 questions**

- a) Look at photo 1. How many people can you see?
- b) Look at photo 2. What do you think the girl is doing?

A2 questions

- c) Look at photo 4. Can you describe it?
- d) Look at photo 1 again. What do you think these people will do next?

TASK 1.2**A1 questions**

- e) Look at photo 1. Where do you think these people are?
- f) Look at photo 2. How old do you think these people are?

A2 questions

- g) Look at photo 3. What do you think these people will do next?
- h) Look at photo 4. What do you think these people are talking about?

2. SPORTS FOR ALL (PAGE 7)**TASK 2.1****A1 questions**

- a) Look at photo 8. What are these kids doing?
- b) Look at photo 6. What is this man wearing?

A2 questions

- c) Look at photo 7. Can you describe it?
- d) Look at photos 5 and 6. Which activity do you prefer? Why?

TASK 2.2**A1 questions**

- e) Look at photo 6. What's the weather like?
- f) Look at photo 8. What are these children wearing?

A2 questions

- g) Look at photos 5 and 7. Which activity do you like doing and why?
- h) Look at photo 8 and tell us what you think these children will do next.

3. GOING OUT (PAGE 8)**TASK 3.1****A1 questions**

- a) Look at photo 9. What are these women doing?
- b) Look at photo 11. What can you see?

A2 questions

- c) Look at photo 10. Can you describe it?
- d) Look at photo 12. What do you think these men are talking about?

TASK 3.2**A1 questions**

- e) Look at photo 11. Where are these people?
- f) Look at photo 10. What's the weather like?

A2 questions

- g) Look at photo 9. Can you describe it?
- h) Look at photos 11 and 12. Where would you like to be and why?

4. FAMILY ACTIVITIES (PAGE 9)**TASK 4.1****A1 questions**

- a) Look at photo 13. Where do you think these people are?
- b) Look at photo 16. What are these people doing?

A2 questions

- c) Look at photo 14. What do you think these children will do next?
- d) Compare the photos 15 and 16.

TASK 4.2**A1 questions**

- e) Look at photo 14. How many people can you see?
- f) Look at photo 15. What is this man doing?

A2 questions

- g) Look at photo 13. Can you describe it?
- h) Look at photo 15 again. What do you think they will do next?

5. PEOPLE'S JOBS (PAGE 10)**TASK 5.1****A1 questions**

- a) Look at photo 18. What is this woman's job?
- b) Look at photo 17. What is this man doing?

A2 questions

- c) Look at photo 19. Can you describe it?
- d) Look at photos 17 and 18 again. Which of these jobs would you like to do and why?

TASK 5.2**A1 questions**

- e) Look at photo 20. What is this man's job?
- f) Look at photo 18. What is the woman doing?

A2 questions

- g) Look at photo 17. Can you describe it?
- h) Look at photos 19 and 20. Which of these jobs would you like to do and why?

6. TRAVELLING (PAGE 11)

TASK 6.1

A1 questions

- a) Look at photo 21. What do you think this woman is doing?
b) Look at photo 24. What are these people doing?

A2 questions

- c) Look at photo 24 again. How do you think these people are feeling and why?
d) Look at photos 22 and 23. Compare these two photos.

TASK 6.2

A1 questions

- e) Look at photo 24. What's the weather like?
f) Look at photo 21. Where do you think this woman is?

A2 questions

- g) Look at photo 23. Can you describe it?
h) Look at photos 21 and 24. How do you prefer travelling and why?

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

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

Examiner: Now, let's move on to Activity 3. I will show each one of you a page with 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. HOLIDAYS (PAGE 12)

A1 questions

Task 1.1

- a) Look at the three photos. Which place is best for children to visit?
b) Which place is best for winter holidays?

Task 1.2

- c) Look at photo 2. How long can you stay in Paris?
d) Which place is best for a school trip?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 1	How long can/will you stay in Delphi ?	(You can/will stay) for two days.
	What places can you visit (there)?	(You can visit) the Temple of Apollo and the museum of Delphi
	How much does it/this trip cost?	(It costs) 150€.
TEXT 2	When can you travel to Paris?	(You can travel) every December, January or February.
	What places can you visit there?	(You can visit) Disneyland, Fragonard Museum, and Louvre Museum.
	How much does it cost?	(It costs) 649€.
TEXT 3	How much does the hotel cost per night?	(It costs) 130€.
	When can you travel?	(You can travel) on the 24 th and the 25 th of April.
	What places can you visit (there)?	You can visit lots of museums.

2. SPECIAL COURSES (PAGE 13)

A1 questions

Task 2.1

- a) Look at photo 5. What are these children doing?
- b) What can you see in photo 4?

Task 2.2

- c) Look at photo 6. What are these people doing?
- d) Look at all the photos. Which of these activities do you like best and why?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 4	What can you learn in this class?	You can learn how to protect yourself and make your body and mind strong.
	What can you get for free?	You can get your uniform for free.
	How often are the lessons?	The lessons are every Mondays and Wednesdays.
TEXT 5	Who is the teacher in this class?	Mrs. Jameson Amelia
	How often are the lessons?	Twice a week, every Tuesday and Friday.
	Who are the special prices for?	The special prices are for brothers and sisters.
TEXT 6	What can you learn in this class?	You can learn how to use the internet safely.
	What time is the lesson?	The lesson is from 4 to 5.30 pm.
	How can you find more information?	You can call Mr. Reyhan on 2134725258.

3. SHOPPING ON LINE (PAGE 14)

A1 questions

Task 3.1

- a) Look at the 3 photos. In which shop can you buy clothes for your dad?
- b) Look at the 3 photos. In which shop can you find skirts for women?

Task 3.2

- c) Look at photo 8. What can you see?
- d) Look at photo 9. What are these girls wearing?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 7	What (kinds of) clothes are cheaper?	Coats, jackets and suits.
	What is the cost of the delivery?	The cost of the delivery is 3,80€
	How much do the jeans cost?	15€
TEXT 8	When does this shop have sales?	From 15 th to 20 th May.
	How much does a tie cost?	19.99€
	In how many colours shirts can you find shirts?	You can find shirts in 14 colours.
TEXT 9	What is the special offer of this month?	free delivery
	When does this offer end?	on the 28 th of May
	What can you win for orders over 100€?	a gift card of 20€

4. EVENTS (PAGE 15)

A1 questions

Task 4.1

- a) Look at photo 10. What are these people doing?
- b) Look at the 3 photos and tell me which event you would like to go to and why.

Task 4.2

- c) Look at photo 11. What activities can you do there?
- d) Look at photo 12. What can you see?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 10	Where is this party?	At the central Sports Centre.
	What time does the bar open?	It opens at 7.00.
	How much is the entrance for adults?	10€
TEXT 11	Is the entrance free?	Yes, it is.
	Where is this festival?	In Verde fun park.
	When is this festival?	on Saturday, 30 th of May.
TEXT 12	Where is this festival?	In Athens Expo Centre
	What can you win there?	Your dog's food for a year.
	What can you learn at this festival?	about snacks and treats for your pet.

5. ARE YOU HUNGRY? (PAGE 16)

A1 questions

Task 5.1

- a) Look at photo 14. What kind of fruit can you see?
- b) Look at the 3 photos. Where would you choose to go to and why?

Task 5.2

- c) Look at photo 13. What kind of food can you see?
- d) Look at photo 15. How many flavours of ice cream can you see?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 13	What time is the happy hour?	It is from 4 to 5 pm.
	What can you buy for 8,80€?	10 chicken wings.

	How much does a glass of red wine cost?	3€
TEXT 14	When is this café opening?	it is opening on 25 th May
	What can you eat (there)?	a sandwich or a pizza.
	When does it have a special offer?	on Tuesdays and Wednesdays.
TEXT 15	What can you get for 1,5€?	one scoop of ice cream.
	How much does a cup of frozen yoghurt cost?	2€
	What are the new flavours? / What new flavours are there?	watermelon, strawberry and cookies.

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"> 1. Repeat the candidate's last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you would like to add...?). 3. Repeat the task instructions more slowly.
...if the candidate is very nervous/ tense and has difficulty in speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember. 3. Try breaking down the question into more simple questions without paraphrasing or altering the original question. 4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.
...if the candidate draws a blank and seems unable to answer (for activities 2 and 3)?	<ol style="list-style-type: none"> 1. Repeat the question/ task more slowly. 2. If no response is forthcoming, move on to the next question/ task.
...in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question	<ol style="list-style-type: none"> 1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.
... in activity 3, A2 level the candidate does not use all of the given question prompts but asks a question with a similar meaning to the one expected *	<ol style="list-style-type: none"> 1. Do not show surprise. If the question is semantically appropriate we consider it as a correct response. Continue by providing the answer.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

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

A LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

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

QUALITY OF PRODUCTION				
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory	
Pronunciation and intonation	Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible.	Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.	Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.	
Lexical range and appropriacy of linguistic choices	Uses a few scattered words, makes inappropriate word choices or there is no response.	Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.	Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.	
Grammatical accuracy	Makes constant errors of grammar and syntax which obscure communication or there is no response.	Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.	Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.	
Fluency	No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.	Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.	Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort.	
Communication strategies	Does not maintain communication and cannot overcome difficulties even after clarifications have been given.	Has difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Generally manages to communicate with excessive body language or after clarifications have been given.	Uses simple strategies (synonyms, paraphrase, body language) to facilitate the flow of conversation and overcome knowledge gaps. Occasionally requires additional prompting and support.	
Cohesion and coherence	Does not organise his/her utterances in a logical way, produces incoherent speech or there is no response.	Organises information in a more or less logical way, occasionally linking words with very basic linear connectors (e.g., <i>and</i> , <i>then</i>). Hesitations and false starts are systematically present and occasionally disrupt coherence.	Organises information clearly and uses simple cohesive devices (e.g., <i>and</i> , <i>but</i> , <i>because</i>). Hesitations and reformulations are common and do not disrupt coherence.	
1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR A1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR A1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR A1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR A2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR A2)

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ