

# ΚΑΛ

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 2009

## ATTENTION

This pack is for the Oral Test and should be given to the Examinewo (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
- 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:	<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 the two candidates.)</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.) Thank you.</i>
Examiner:	<p>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.</p>
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>



## ACTIVITY 1 INTERVIEW

### A1 LEVEL QUESTIONS

### A2 LEVEL QUESTIONS

#### Personal information

01. What's your surname? How do you spell it?
02. What's your favourite pet?
03. How many people are there in your family and what are their names?
04. Who is your best friend? Where does she or he live?
05. What do you carry in your schoolbag?

16. What's your address?
17. What do your mother and father do?
18. What does your friend look like?
19. Which is your favourite season? Why?
20. Who is your favourite teacher? Tell us about him or her.

#### My environment

06. Where do you live?
07. What things are there in your bedroom?
08. What time do you go to school every day?
09. What kind of shops are there in your neighbourhood?
10. Which school do you go to?

21. Tell us some things about your house.
22. Do you like your neighbourhood? Why or why not?
23. Which is your favourite room at home? Tell us about it.
24. Tell us some things about your classroom.
25. Tell us some things about your school.

#### Work & leisure

11. How do you get to school every day?
12. What do you like to do with your friends?
13. What do you usually do in the afternoon?
14. What do you like to do in the summer?
15. Do you go shopping often? What do you usually buy?

26. What kind of films do you like? Why?
27. What is your favourite day of the week? Why?
28. What was your favourite school subject last year? Why?
29. What did you do last weekend?
30. What will you do this 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?
<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 ... ( <i>choose the task from the ones <u>below</u> and read out TWO A1 and TWO A2 questions from the same task</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'd like you to.....( <i>choose the task from the ones <u>below</u> and read out TWO A1 and TWO A2 questions from the same task</i> ).
Examiner:	( <i>When your exchange with the candidate has finished.</i> ) Thank you.



## ACTIVITY 2 TALKING ABOUT PHOTOS

1. THE ENVIRONMENT (PAGE 6)
TASK 1.1
A1 questions
a) Look at photo 1. What can you see?
b) Look at photo 2. What are these people doing?
A2 questions
c) Look at photo 3. What are these people going to do?
d) Look at photo 4. Why are there so many cars in this photo? How do you think the people in the car feeling?
TASK 1.2
A1 questions
e) Look at photo 3. What can you see?
f) Look at photo 2. Where are these people?
A2 questions
g) Look at photo 1. Which of these things do you usually recycle?
h) Look at photo 2. What are these people doing and why?

2. OUT AND ABOUT (PAGE 7)
TASK 2.1
A1 questions
a) Look at photo 5. What colour is the girl's dress?
b) Look at photo 7. What is this young woman wearing?
A2 questions
c) Look at photos 6 and 8. What are these people doing?
d) Now look at photo 8. What are they going to do next?
TASK 2.2
A1 questions
e) Look at photo 8. Where do you think these people are?
f) What are they wearing? (Photo 8)
A2 questions
g) Look at photo 7. What time of year do you think it is? Why?
h) Now look at photo 6. Describe one of the boys or girls. I will guess who you are describing.

(NOTE: The examiner states which person the candidate is describing.)

### 3. MEANS OF TRANSPORT (PAGE 8)

#### TASK 3.1

##### A1 questions

- a) Look at photo 12. What can you see?
- b) Look at photo 10. What are the people doing?

##### A2 questions

- c) Look at these ways of travelling. Which one do you prefer? Why?
- d) Now compare photos 9 and 12. Where do you think the people in these photos are going?

#### TASK 3.2

##### A1 questions

- e) Look at photo 9. What can you see?
- f) Look at photo 12 (or 11). What's the weather like?

##### A2 questions

- g) Look at photos 9 and 10. Compare what the people are doing in each of these photos.
- h) Look at all the photos. Which is the most comfortable way to travel? Why?

### 4. EXPRESSIONS & FEELINGS (PAGE 9)

#### TASK 4.1

##### A1 questions

- a) Look at photo 13 (or 14). How many people can you see?
- b) Look at photo 15. How is the man feeling?

##### A2 questions

- c) Look at photo 16. Where do you think the boy is? Why is he unhappy?
- d) Choose one of these photos and tell me some things about it. I will guess which one it is. (NOTE: The examiner states which person the candidate is describing.)

#### TASK 4.2

##### A1 questions

- e) Look at photo 16 (or 13). How old is the boy (or are the children)?
- f) Look at photo 15. Where do you think this man is?

##### A2 questions

- g) Look at photo 14. How do you think the people are feeling? Why?
- h) Look at photo 13. Compare the two girls in the photo.

### 5. THE WEATHER (PAGE 10)

#### TASK 5.1

##### A1 questions

- a) Look at photo 18 (or 19). What can you see?
- b) Look at photo 20. Where do you think these people are?

##### A2 questions

- c) Look at photo 17. What's the weather like? What season is it?
- d) What do you think is going to happen next? (Photo 17).

#### TASK 5.2

##### A1 questions

- e) Look at photo 20. How many people can you see?
- f) Look at photo 19. What can you see behind the girl?

##### A2 questions

- g) Compare photos 17 and 18 (or 19 and 20). (What's the weather like? What are the people doing? etc).

h) Look at all the photos. In which of these places would you like to go? Why?

## 6. SHOPS AND PRESENTS (PAGE 11)

### TASK 6.1

#### A1 questions

- a) Look at photo 21. Where do you think these two girls are?  
b) What are they doing? (Photo 21).

#### A2 questions

- c) Look at photos 22 and 24. What present can you buy for your best friend from these shops? Why?  
d) Look at all the photos on this page. Which of these shops would you like to work in? Why?

### TASK 6.2

#### A1 questions

- e) Look at photos 21 and 23. What do these shops sell?  
f) Look at photo 24. What are these people doing?

#### A2 questions

- g) Look at all these photos. Which shop would you like to have in your neighbourhood? Why?  
h) Where can you buy a present for your mother's birthday? What present would you like to buy for her?

## 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*).

**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. WATCHES (PAGE 12)

### A1 questions

#### Task 1.1

- a) Look at the watch in text number 1 (2 or 3). What is the time?  
b) Now look at all the watches. Which watch is for a boy and which for a girl? Why?

#### Task 1.2

- c) Look at the watches in text 2 and 3. What colour are they?  
d) Now look at all the watches. Which one do you like? Why?

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 1</b>	
Where can I/you buy this watch? Is this watch for girls? How much can you save?	(You can buy it on) the Internet. No, it's a watch for boys. You can save 12.21€
<b>TEXT 2</b>	
What kind of watch is it? Where can you find information about this watch? What is the price now?	It's a Unisex Sports Digital watch. At www.amazon.com. It's 15.96€
<b>TEXT 3</b>	
How much does this watch cost (How much is this watch)? Where can I/you find this watch? What (else) can/do you get with this watch?	(It costs/It's) 19.90€ You can find it in all Athens Megastores. A free matching ring.

## 2. THE ZOO (PAGE 13)

### A1 questions

#### Task 2.1

- a) Look at the zoo in text number 5. What animals can you see there?  
b) Now look at all the zoos. Which one is in Greece and which one is in Germany?

#### Task 2.2

- c) Look at the zoo in text number 6. What animals can you see in the picture? What are they doing?  
d) Now look at all the zoos. Which zoo is in England?

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 4</b>	
Where is London Zoo? How much is a/the ticket for adults? What time does the zoo (it) close everyday?	It's in Regent's Park. It's 13.90 Euros. (It closes) at 4:00 (in the afternoon).
<b>TEXT 5</b>	
What is the telephone number of this zoo? What time does the zoo open everyday? How much is a/the ticket for children under 3?	It's 210 6634 724. It opens at 9:00 (in the morning). Entrance is free for children under 3.
<b>TEXT 6</b>	
How much is a/the day ticket for children? Where is the/this zoo? When is the zoo open in the winter?	It's 6€ (It's) in Berlin (Germany). From 9:00 (in the morning) to 4:30 (in the afternoon).

## 3. SOUVENIRS (PAGE 14)

### A1 questions

#### Task 3.1

- a) Look at the T-shirt in text 7. What colour is it and what does the picture on it show?  
b) Now look at all the three souvenirs you can buy from Arcturos souvenir shop. Which one would you like to buy for your best friend? Why?

#### Task 3.2

- c) Look at all the photos. Which of the three souvenirs would you like to buy for your mother? Why?  
d) What other kinds of souvenirs do you think they sell in Arcturos souvenir shop?

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 7</b>	
Who are these T-shirts for? What sizes are there? How much do these T-shirts cost (How much are these T-shirts)?	They're for children, teenagers and adults. (There are) small, medium, large and extra large.  They cost (are) 15€
<b>TEXT 8</b>	
How many colours are there? What do/can you get with the schoolbag? What is the new price of this/the schoolbag?	There are three colours; Blue, Red and Orange. A free DVD with 3 films. It's/The new price is 18 Euros.
<b>TEXT 9</b>	
How much does the cup cost (How much is the cup)? What picture can you see/is there on the cup? What do/can you get with the cup?	(It costs) 6€ I can see a bear (there is a bear on it). Some free posters.

#### 4. TAKE - AWAY MENUS (PAGE 15)

##### A1 questions

###### Task 4.1

- a) Look at all the menus. In which menu is there a sweet? What kind of sweet?
- b) Look at all the menus again. Which one do you like most? Why?

###### Task 4.2

- c) Look at all the photos. In which photo can you see cheese and in which can you see a fruit juice?  
What kind of juice is it?
- d) Look at all the menus again. Which one would your father (or mother) like most? Why?

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 10</b>	
What is the name of this restaurant? What kind of salad is there on the menu? How much does the milkshake cost?	It is 'Jimmy's Pasta Corner'. Chicken salad. (It costs) 3.50€
<b>TEXT 11</b>	
What can you buy for 1.70€? What drink is there on the menu? How much does the salad cost?	(You can buy) special souvlaki'. (There is) water. (It costs) 4€
<b>TEXT 12</b>	
What is the name of the restaurant? What kind of juice is there on the menu? How much does the apple pie cost?	(It is) 'Just Burgers'. (There is) orange juice. (It costs) 3.50€

#### 5. MAGAZINE COVERS (PAGE 16)

##### A1 questions

###### Task 5.1

- a) Look at the girl in photo number 13. Describe her.
- b) Now look at all the magazine covers. Which magazine do you think is for girls and which for boys? Why?

###### Task 5.2

- c) Look at the magazine cover in photo 14. What are the boys doing?
- d) Now look at all the magazine covers. Which one is on a music magazine and which on a computer games



magazine?

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
<b>TEXT 13</b>	
How many pages are there (How many pages does it have)?	150 (pages).
Who is the/this woman on the magazine cover?	A famous model.
How much does this magazine cost (How much is this magazine)?	5€
<b>TEXT 14</b>	
What kind of magazine is it?	It's a music magazine.
How much does this magazine cost (How much is this magazine)?	7€
How many pages does the magazine have?	155 pages.
<b>TEXT 15</b>	
Is this magazine expensive?	Yes, but it's very interesting.
How many PS3 games are there?	There are 167 PS3 (Play Station 3) games.
What kind of magazine is this?	It's a computer games magazine.

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

### 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**

<b>ACTIVITY 1 – Dialogue</b>	
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.
<b>ACTIVITY 2 – Talking about photos</b>	
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.
<b>ACTIVITY 3 – Giving and asking for information</b>	
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**

<b>PRONUNCIATION AND STRESS</b>	
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.
<b>VOCABULARY</b>	
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>	
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.
<b>COHERENCE</b>	
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