

ΚΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Research & Religious Affairs
State Certificate of Language Proficiency

LEVEL A (A1 & A2)

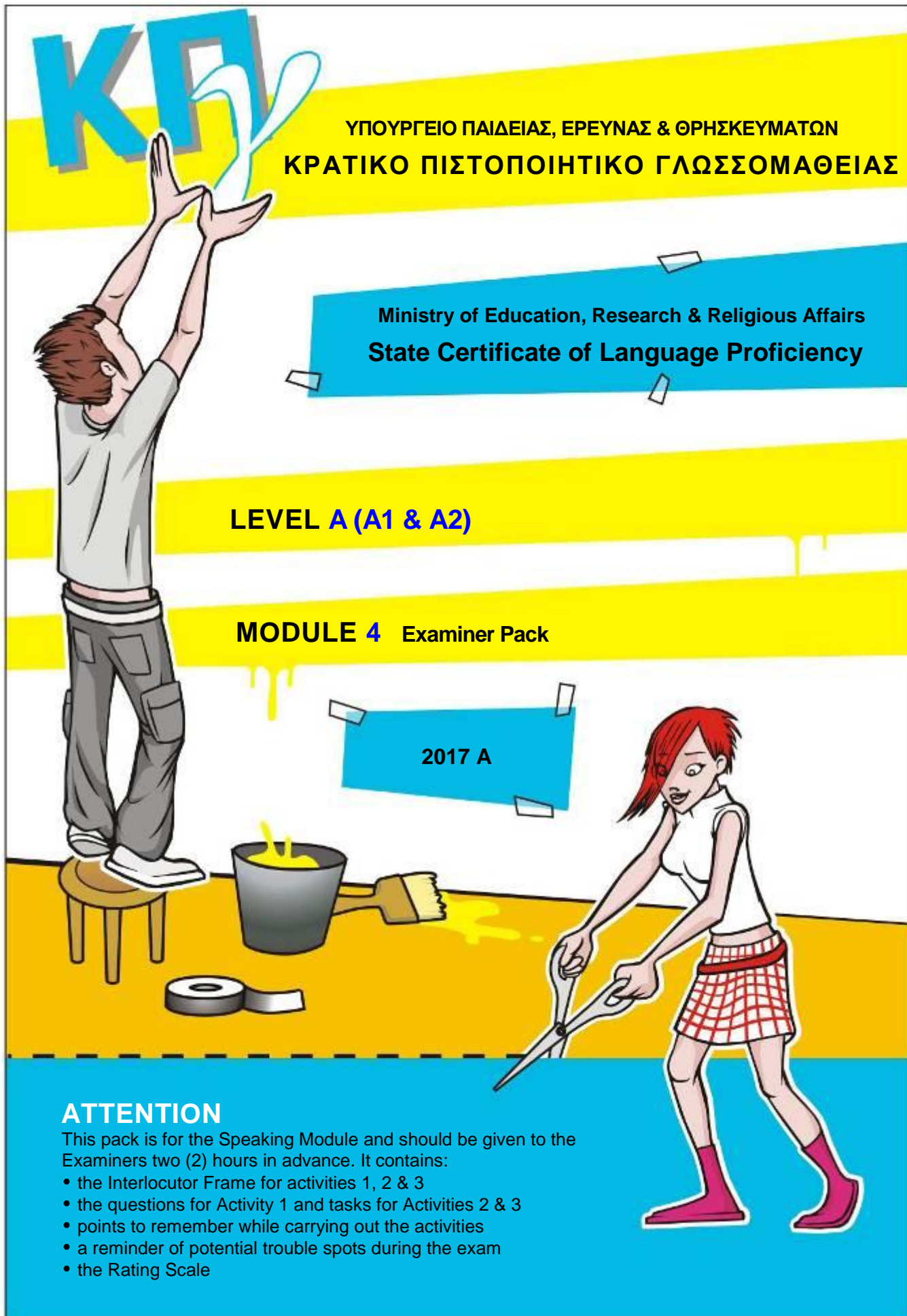
MODULE 4 Examiner Pack

2017 A

ATTENTION

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

- the Interlocutor Frame for activities 1, 2 & 3
- the questions for Activity 1 and tasks for Activities 2 & 3
- points to remember while carrying out the activities
- a reminder of potential trouble spots during the exam
- the Rating Scale



The purpose of the INTERLOCUTOR FRAME is to help reduce variability in oral examiner speech and to ensure that the test taking experience is the same for all candidates. Please, acquaint yourself with it thoroughly and use it to conduct the exam.

INTERLOCUTOR FRAME FOR A LEVEL – ACTIVITY 1

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	
1. What time do you usually have dinner?	16. Do you use the Internet? Why / Why not?
2. Who are the people in your family? Who is your favourite family member?	17. Is Sunday your favourite day of the week? Why / Why not?
3. What's your favourite food? How often do you eat it?	18. What do you do in your free time?
4. When is your birthday?	19. What can you tell us about your best friend?
5. How often do you go to parties?	20. Do you like (your) school? Why / Why not?
My environment	
6. What things are there in your bedroom?	21. Do you like your city / town? Why or why not?
7. What is near your house?	22. Where did you go last summer?
8. How do you go to school?	23. What will you do this July-August?
9. Where do you live?	24. Would you like to live in a different country? Why or why not?
10. Can you tell us some things about your house?	25. Which countries would you like to visit? Why?
School, work & leisure	
11. What is your favourite school subject?	26. Do you like to go shopping? Why or why not?
12. Can you tell us some things about your favourite hobby?	27. When you finish school/ university, would you like to go study in another town/ country? Why or why not?
13. What type of music or songs do you like?	28. What did you do yesterday evening?
14. How often do you meet your friends?	29. What will you do next weekend?
15. What do you do during the school breaks?	30. Do you like to travel by boat, plane or car? 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

SPECIAL EVENTS (page 7)

TASK 1.1

A1 questions

- a) Look at photo 1. Where do you think these children are? What are they doing?
- b) Look at photo 2. Where do you think these people are? What are they doing?

A2 questions

- c) Look at photo 4. What do you think these people are doing?
- d) Look at photo 1 again. What do you think the children are going to do next?

TASK 1.2

A1 questions

- e) Look at photo 3. Who are these people? What are they doing?
- f) Look at photo 4. What are these people wearing?

A2 questions

- g) Look at photo 2. Why do you think these people are happy?
- h) Look at photos 2 and 4, and compare them.

THE ARTS (page 8)

TASK 2.1

A1 questions

- a) Look at photo 7. Where do you think this man is? What is he doing?
- b) Look at photo 6. What is this woman looking at? What is she doing?

A2 questions

- c) Look at photo 8. What can you see?
- d) Look at photo 5. What is this woman doing? Would you like to do what she does? Why?

TASK 2.2

A1 questions

- e) Look at photo 7. What is this man wearing?
- f) Look at photo 8. Who are these people?

A2 questions

- g) Look at all four photos. Which of these activities would you like to do and why?
- h) Look at photos 5 and 8, and compare them.

EATING OUT (page 9)**TASK 3.1****A1 questions**

- a) Look at photo 9. Where do you think these young women are? What are they doing?
- b) Look at photo 11. Where do you think these people are? Do you think they are brother and sister?

A2 questions

- c) Look at photo 12. Who do you think these people are? What are they doing?
- d) Look at photo 10. Who do you think these people are? What are they doing?

TASK 3.2**A1 questions**

- e) Look at photos 9 and 10. What is different about these two photos?
- f) Look at photo 11. What is the man doing?

A2 questions

- g) Look at photo 10. What do you think these people are talking about?
- h) Now, we're going to play a game. Choose a photo and describe it. Don't tell me the number. I'll guess which photo you're talking about.

COMMUNICATION (page 10)**TASK 4.1****A1 questions**

- a) Look at photo 13. Where do you think these people are? What are they doing?
- b) Look at photo 14. Who do you think these people are?

A2 questions

- c) Look at photo 15. What do you think these children are doing?
- d) Look at photo 16. What can you see?

TASK 4.2**A1 questions**

- e) Look at photo 16. Where do you think these people are? What are they doing?
- f) Look at photo 15. What are these children wearing? Do you think they are in school?

A2 questions

- g) Look at photo 14. What do you think is happening here?
- h) Look at photos 13 and 16, and compare them.

DAY TRIPS (page 11)**TASK 5.1****A1 questions**

- a) Look at photo 19. Where are the children in the photo and what are they doing?
- b) Look at photo 20. What can you see?

A2 questions

- c) Look at photo 17. Where are these people? What are they doing?
- d) Look at photo 18. How is the weather here and where are the people in the photo? What are they doing?

TASK 5.2**A1 questions**

- e) Look at photo 19. What are the children in this photo wearing and why?
- f) Look at photo 18. Who do you think these people are and where are they?

A2 questions

- g) Look at photo 17. What country do you think these people are in and why do you think so?
- h) Look at photos 19 and 20, and compare them.

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

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

Examiner: Now, let's move on to Activity 3. I will show each one of you a page with texts and I will ask you some questions. Then YOU will also ask me some questions about the photos, OK?

Start with candidate A this time.

Examiner: Let's start with _____ (his/ her name). _____ (his/her NAME), here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and _____ (choose the task from the [Examiner Pack](#) and read out TWO A1 questions).

Now you will ask me questions about the texts (Choose one multimodal text from the same page). Look at text X and use the words in the Set A (or B) box to ask me questions about this text. I will answer your questions (when (if) the candidate asks you his/her THREE questions answer them 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 texts. (Choose one multimodal text from the same page). Look at text X and use the words in the Set A (or B) box to ask me three questions about this text. 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

FUN PARKS (page 12)

A1 level tasks

Task 1.1

Look at poster 1 (Gardaland Fun Park poster).

- Where in Italy is Gardaland Fun Park?
- How much does it cost to visit Gardaland Sea Life?

Task 1.2

Look at poster 2 (Prater Fun Park poster).

- Is Prater a new or an old park?
- Is Prater Fun Park OK for children and families?

A2 level tasks

ATTENTION: There are two sets of questions for each poster, BUT each candidate is asked one set of three questions. Use the same poster, with a different set of questions, for another candidate. (*Note: As you, the examiner, answers the candidate's questions, it's advisable to show him/her where on the poster he or she can see the information are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Gardaland Fun Park poster		
Set 1	Where is Gardaland Fun Park?	<i>It's in Italy.</i>
	How can (do) you get there?	<i>From Greece, you can get there by car, train or airplane.</i>
	Where can you get more information?	<i>From their website, at www.gardaland.it</i>
Set 2	Is Gardaland Fun Park in England?	<i>No, it's in Italy.</i>
	In what city does the airplane arrive?	<i>In Verona –in the north of Italy.</i>
	How much does it cost to get in?	<i>It's 55.00 euro for a pass you can use for a whole season!</i>

Prater Fun Park poster		
Set 1	Where is Prater Fun Park?	<i>It's in Austria.</i>
	When is Prater Fun Park open?	<i>It's open every day, all day, all year!</i>
	How much does it cost to get in?	<i>Entrance is free (but individual attractions or activities cost from 1.50-5.00 euro).</i>
Set 2	Is Prater Fun Park in Germany?	<i>No, it's in Vienna, Austria.</i>
	What can you do in Prater Fun Park?	<i>You can do many things, like go to the Viennese giant wheel.</i>
	How can you book a hotel near Prater?	<i>Visit their website: www.prater.at/Hotels.php</i>

MENUS (page 13)

A1 level tasks

Task 2.1

Look at menu 3 (the Wilmington restaurant menu).

- What can you have with a beef burger?
- Can you have spaghetti with red or white sauce?

Task 2.2

Look at menu 4 (the Olive Tree restaurant menu).

- What is the name of the restaurant?
- What's the restaurant's telephone number?

A2 level tasks

ATTENTION: There are two sets of questions for each menu, BUT each candidate is asked one set of three questions. Use the same menu, with a different set of questions, for another candidate. (**Note:** As you, the examiner, answer the candidate's questions, it's advisable to show him/her where on the menu he or she can see the information you are providing).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
The Wilmington restaurant menu		
Set 1	Where is (the) Wilmington restaurant?	<i>It's in London –in the centre of London.</i>
	How much does the kid's menu cost?	<i>Only 5,95 pounds. The English don't have the euro.</i>
	Where can you get more information?	<i>From their website: www.wilmingtonlondon.co.uk</i>
Set 2	What can children drink at Wilmington?	<i>They can have water, tea or soft drinks like lemonade, orangeade, and soda pop.</i>
	What main dishes do/can children have [at this restaurant]?	<i>They can have beef burger, fish sticks, spaghetti or grilled chicken.</i>
	What desserts do/can children have?	<i>They can have donuts, cookies, and cake or ice-cream.</i>
The Olive Tree restaurant menu		
Set 1	What kind of restaurant is (the) Olive Tree?	<i>It's a vegetarian restaurant.</i>
	Where is the Olive Tree restaurant?	<i>It's in Bath, England. The address is 47 Russell Street.</i>
	When is the (Olive Tree) restaurant open?	<i>From 12:00 to 3:00 for lunch and from 7.00 to 11.00 for dinner.</i>
Set 2	What can (do) you eat at Olive Tree restaurant?	<i>No meat dishes, like grilled vegetables, vegetarian chicken, vegetarian sandwiches or vegetarian pizza.</i>
	How much does a vegetarian burger cost?	<i>6.95 pounds. The English don't have the euro.</i>
	Where can you get more information [about the Olive Tree restaurant]?	<i>From their website: www.olivetreebath.co.uk</i>

AFTER-SCHOOL ACTIVITIES (page 14)

A1 level tasks

Task 3.1

Look at poster 5 (Carefree Education poster).

- What is the telephone number for “Carefree Education” centre?
- Are the teachers who work at the “Carefree Education” centre young or old?

Task 3.2

Look at poster 6 (Creativity for Children poster).

- How old are the children that can go to the “Creativity for Children” centre?
- What can you learn in Mathematics classes at the “Creativity for Children” centre?

A2 level tasks

ATTENTION: There are two sets of questions for each poster, BUT each candidate is asked one set of three questions. Use the same poster, with a different set of questions, for another candidate. (*Note: As you, the examiner, answers the candidate's questions, it's advisable to show him/her where on the poster he or she can see the information are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Carefree Education poster		
Set A	What can you do at “Carefree Education”?	<i>You can learn to read better, you can have music lessons and arts & crafts.</i>
	Who can go (goes) to “Carefree Education”?	<i>Children. Pupils who are in primary school.</i>
	Where can you get more information [about “Carefree Education”]?	<i>Write to info@carefreeeducation.com</i>
Set B	What time are there (the) after-school activities [at “Carefree Education”]?	<i>From 5:00 until 7:00 in the evening.</i>
	What is a “grant programme”?	<i>It's a programme for people who cannot pay to go to “Carefree Education”.</i>
	How can (do) you pay at “Carefree Education”?	<i>You (can) pay online! (Examiner shows the button that says “Pay online”).</i>
Creativity for Children poster		
Set A	What is “Creativity for Children”?	<i>It's a learning centre for children.</i>
	Who organises activities at “Creativity for Children”?	<i>A group of parents organise the activities and manage the “Creativity for Children” centre.</i>
	Where can you get more information [about “Creativity for Children”]?	<i>Write to: info@caringparents.com</i>
Set B	What can children learn at “Creativity for Children”?	<i>How to be creative. They can learn how to do things with their hands, how to sing and write poems, etc.</i>
	Are there classes for parents [at “Creativity for Children”]?	<i>I think there are. There is a “Parenting” button on their website (Examiner shows the button that says <u>Parenting</u>).</i>
	How much do classes cost [at “Creativity for Children”]?	<i>They don't cost anything. They are for free!</i>

SUMMER CAMPS (page 15)

A1 level tasks

Task 4.1

Look at text 7 (from the Village Camps website).

- Are there programmes for parents at the Village Camps?
- What can someone do on the Swiss Alps?

Task 4.2

Look at text 8 (the European Youth Portal).

- Are the Work Camps open in the winter?
- Do you want to go work in this camp? Why or why not?

A2 level tasks

ATTENTION: There are two sets of questions for each website, BUT each candidate is asked one set of three questions. Use the same website, with a different set of questions, for another candidate. (*Note: As you, the examiner, answers the candidate's questions, it's advisable to show him/her where on the website he or she can see the information are providing.*)

CANDIDATE QUESTIONS		EXAMINER ANSWERS
Village Camps website, "Education through Fun"		
Set A	Is there a Village Camp in Sweden?	No, but there are Village Camps in Austria, Canada, England and Switzerland.
	What can you do in the Village Camps?	Many outdoor activities on the river, the mountains, in the country.
	In what language can you get information about the Village Camps?	In German, English, French, and Spanish. (Examiner shows the buttons on top that show the languages – DE-EN-FR-SP.)
Set B	How old are children who go to Village Camps?	Village Camps are not only for children but for teenagers too. From 11 to 17 year olds.
	When can you go for the Village Camps programmes?	In the summer, in July: 2-15 July is the first programme and 16-29 July is the second programme.
	What type of activities can (do) you do at the Village Camps?	Things like mountain biking, canoeing and rock climbing.
European Youth Portal		
Set A	What is the European Youth Portal?	It is a European website for young work volunteers. (Examiner tells candidates that "work volunteers" is – εθελοντές εργασίας.)
	Who can go to (the) Work Camps?	Young people from 14 to 19 who want to work as volunteers.
	How can you work for the Work Camps?	You can sign up for a Work Camp on this portal. (Examiner shows the button which is for "sign up").
Set B	Where can you find Work Camps?	In France, Germany, Italy, Spain and England –the whole United Kingdom.
	What language can you use at the Work Camps?	When you're working in a Work Camp in France you use French, in Germany you use German, etc.
	What type of work can you do at the Work Camps?	Different types of work: ecological farming, building, archaeological work, etc.

POINTS TO REMEMBER

PLEASE READ THE INSTRUCTIONS CAREFULLY!

Activity 1

- ➔ Choose the two A1 level questions from two different categories of questions.
- ➔ If the candidate fails to respond to the first A1 level question, quickly move on to the second A1 level question. If the candidate is shy, confused, etc., help him/her out (repeat the question, say it slower, show support, etc.).
- ➔ If the candidate fails to respond to the two A1 level questions, continue with the A2 level questions.
- ➔ Choose the two A2 level questions from two different categories of questions.
- ➔ If the candidate fails to respond to the first A2 level question, quickly move on to the second A2 level question. If the candidate fails to respond to the A2 level questions, do not insist by giving prompts, helping out, etc, but move on to the second activity.

Activity 2

- ➔ Show the candidate which photo page he or she should be looking at for his/her questions. (Don't not let the candidate find the page by him/herself).
- ➔ Use a different photo page for each candidate.
- ➔ Do not choose A1 level or A2 level questions at random. Ask two A1 level questions and two A2 level questions that are for the same task.
- ➔ If the candidate is embarrassed or reluctant to answer any of the questions, help him/her out by repeating the task (start with a cue, give an example, etc.).

Activity 3

Pay extra attention to the points below.

- ➔ Show the candidate which photo page he or she should be looking at for his/her questions. (Don't not let the candidate find the page by him/herself).
- ➔ Do not choose A1 level questions at random. Ask two A1 questions that belong to the same task.
- ➔ If the candidate fails to respond to the A1 level questions, continue with the A2 level part of the activity.
- ➔ For the A2 level part of activity 3, point to the text and the questions the candidate is expected to ask you questions on. Do not simply give the number of the multimodal text.
- ➔ Ask each candidate to form a different set of A2 level questions (based on the same visual).
- ➔ 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 replying 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