

ΚΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Lifelong Learning and Religious Affairs
English Language Certification

LEVEL A1 & A2

on the scale set by the Council of Europe

MODULE 4

Examiner Pack

MAY 2011

ATTENTION

This pack is for the Oral Test and should be given to the Examiners (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:	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> 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? <i>(Write it down.)</i> And yours? <i>(Write it down.)</i>
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? <i>Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given below and ask him/her.</i>
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>
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:	<i>(When your exchange with the candidate has finished.) Thank you.</i>



ACTIVITY 1 INTERVIEW

A1 LEVEL QUESTIONS

A2 LEVEL QUESTIONS

Personal information

1. How old are you?
2. What is your favourite food?
3. What time do you get up on Sundays?
4. How many people are there in your family?
Who are they?
5. What time do you usually go to school / work?

16. What is your favourite season of the year? Why?
17. What do you usually like to do in the evening?
18. Who is your favourite actor / actress? What does he / she look like?
19. Who is your best friend? Tell us about him / her.
20. What do you usually do with your best friend?

My environment

6. How many rooms are there in your house?
7. What things do you recycle?
8. Where do you live?
9. What is there near your home?
10. What can you find in your classroom / office?

21. What do you like about your neighbourhood?
22. What can you see from your bedroom window?
23. Do you have a favourite shop? Tell us about it.
24. Tell us what you like about your school / office.
25. What did you do last Saturday?

Work & leisure

11. What sports do you do at school?
12. How do you go to school / work?
13. What do you usually do in the summer?
14. Do you go to the cinema? How often?
15. What do you do during your school break?

26. Tell us about one of your favourite teachers / friends.
27. What did you do yesterday after school / work?
28. What do you usually do at weekends?
29. What will you do after this exam today?
30. Tell us what you're going to do tomorrow evening.

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 <i>NAME</i> , 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 below and read out TWO A1 and TWO A2 questions from the same task</i>).
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>
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 below and read out TWO A1 and TWO A2 questions from the same task</i>).
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>



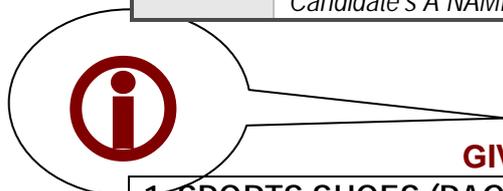
ACTIVITY 2 TALKING ABOUT PHOTOS

1. WHAT DO THEY DO? (PAGE 6)
TASK 1.1
A1 questions
a) Look at photo 1. What is this man's job?
b) Look at photo 1 again. What is this man wearing?
A2 questions
c) Look at photo 3. How do you think this singer is feeling? Why?
d) Look at photo 3 again. What do you think is going to happen next?
TASK 1.2
A1 questions
e) Look at photo 2. Where is this woman?
f) Look at photo 2 again. How old do you think this woman is?
A2 questions
g) Look at photo 4. Describe this man.
h) Look at photo 4 again. What is this man doing?
2. SOMEONE SPECIAL (PAGE 7)
TASK 2.1
A1 questions
a) Look at photo 5. How old do you think these people are?
b) Look at photo 5 again. Where do you think these people are?
A2 questions
c) Look at photo 6. What can you see?
d) Look at photo 6 again. How is this girl feeling? Why?
TASK 2.2
A1 questions
e) Look at photo 7. Where are these people?
f) Look at picture 7 again. What do you think these people are doing there?
A2 questions
g) Look at photo 8. Describe these two girls (age, clothes, etc.).
h) Look at photo 8 again. What do you think the girls will do next?

3. HAVING FUN (PAGE 8)
TASK 3.1
A1 questions
a) Look at photo 9. Where do you think this boy is?
b) Look at photo 9 again. What is this boy wearing?
A2 questions
c) Look at photo 10. Describe these children (age, clothes, etc.).
d) Look at photo 10 again. How do you think these children are feeling? Why?
TASK 3.2
A1 questions
e) Look at photo 11. What are these girls doing?
f) Look at photo 11 again. What else can you see in this photo?
A2 questions
g) Look at photo 12. How do you think these people are feeling? Why?
h) Look at all the photos. Which of these four activities is more fun? Why?
4. SCHOOL DAYS (PAGE 9)
TASK 4.1
A1 questions
a) Look at photo 13. Where do you think this girl is going?
b) Look at photo 13 again. What is this girl wearing?
A2 questions
c) Look at photo 14. What can you see in this photo?
d) Look at photo 14 again. What do you think these girls are going to do next?
TASK 4.2
A1 questions
e) Look at photo 15. How many boys and girls can you see?
f) Look at photo 15 again. What do you think these children are doing there?
A2 questions
g) Look at photo 16. Where are these teenagers and what are they doing there?
h) Look at photo 16 again. What do you think these teenagers are going to do next?
5. INTERESTING PEOPLE (PAGE 10)
TASK 5.1
A1 questions
a) Look at photo 17. What is this man doing?
b) Look at photo 17 again. How old do you think he is?
A2 questions
c) Look at photo 18. What can you see?
d) Look at photo 18 again. How are these girls feeling? Why?
TASK 5.2
A1 questions
e) Look at photo 19. What is this woman doing?
f) Look at photo 19 again. Where do you think this woman is?
A2 questions
g) Look at photo 20. What can you see here?
h) Look at photo 20 again. Would you like to go to this show? Why (not)?

6. LET'S GO DOWNTOWN! (PAGE 11)
TASK 6.1
A1 questions
a) Look at photo 21. Where do you think this woman is? b) Look at photo 21 again. What is this woman doing?
A2 questions
c) Look at photo 22. What can you see? d) Look at photo 22 again. What do you think is going to happen next?
TASK 6.2
A1 questions
e) Look at photo 23. How many people are there in this photo? f) Look at photo 23 again. What are these people doing?
A2 questions
g) Look at photo 24. Where do you think these girls were? h) Look at photo 24 again. How do you think these girls are feeling? 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?
<i>Start with candidate A this time.</i>	
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 <u>you</u> 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. SPORTS SHOES (PAGE 12)
A1 questions
Task 1.1
a) Look at the shoes in photos 1 and 2. What colour are they? b) Look at the shoes in photos 1, 2 and 3. Which shoes do you like best? Why?
Task 1.2
c) Look at the shoes in photos 1 and 2. What sports can you play in these shoes? d) Look at the shoes in photos 1, 2 and 3. Which pair would you like to buy for your best friend? Why?

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 1	
Are these shoes only for boys? How much do they cost? Where can I buy them?	No, they're shoes for boys and girls. 36 euros. In all shoe shops and shopping malls.
TEXT 2	
Is there only one colour? What is the new price? What do I get for free with each pair?	Yes, there's only one colour. (It's) 44 euros. (You get) 2 pairs of socks for free.
TEXT 3	
Are these shoes expensive? Where do they make these shoes? Can I find them in every sports shop?	No, they only cost 46 euros. In Belgium. No, only in central sports shops.

2. THINGS FOR SALE (PAGE 13)

A1 questions	
Task 2.1	
a) Look at photo 4. What can you see? b) Look at all the things for sale. Which of these things would you like as a birthday present? Why?	
Task 2.2	
c) Look at photo 6. How many CDs can you see? d) Look at all the photos. Which of these things would you like to buy as a birthday present for your best friend?	
A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 4	
What kind of guitar is this? How much does the guitar cost? When can I call Berta?	(It's) a classical guitar. 45 euros. Only in the afternoon, 4 to 6 pm.
TEXT 5	
Is this bicycle new? How many gears has it got? Who can I call?	It's not new, but it is in good condition. 15 gears. (You can call) George.
TEXT 6	
Who are these CDs for? What time can I call Mario? What is Mario's phone number?	(They're) for pop music lovers! (Daily) 5 to 8 pm. (It's) 82785.

3. GIFTS AND SOUVENIRS FROM GREECE (PAGE 14)

A1 questions	
Task 3.1	
a) Look at souvenir number 7. Can you describe it? b) Look at all the souvenirs. Which of these souvenirs would you like to buy for your pen friend in Canada? Why?	
Task 3.2	
c) Look at souvenir number 8. What colours can you see? d) Look at all the souvenirs. Which of these souvenirs would you like to buy for your aunt in Italy?	

A2 LEVEL TASK	
CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 7	
What kind of souvenir is it? What can I / you buy for 8 euros? Where can I find more information?	(It's) a fridge magnet. A fridge magnet with a small thermometer. On the internet, at www.greeksouvenirs.com
TEXT 8	
Where is the plate from? What size is the plate? What can I buy with 10 euros?	(It's) from the island of Skyros. It's 32 cm. (You can buy) 6 matching bowls.
TEXT 9	
How many flavours are there? How much does the big box cost? Where can I / you find these sweets?	(There are) 3 flavours: orange, mastiha and rose. 5 euros. At all duty free airport shops.

4. A GREAT EVENING OUT (PAGE 15)

A1 questions

Task 4.1

- a) Look at poster 11. What can you see here?
b) Look at poster 11 again. How do you think this musician is feeling? Why?

Task 4.2

- c) Look at poster 12. What are these people doing?
d) Look at all the posters. Which place would you like to go to? Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

TEXT 10

What kind of songs does Silver Crash sing?
What can you do after the concert?
When will the singer be in Agrinio?

(He sings) rock songs of the 70s, 80s and 90s.
You can meet the artist.
On Saturday, July 2nd and Sunday, July, 3rd.

TEXT 11

What is the name of the tavern?
What kind of food can you eat there?
When is it open?

(It's) Apanemia Tavern.
Greek traditional food.
Every night from 9:00 to midnight.

TEXT 12

How much does it cost to get in?
What time does the club open? / What time is the club open?
How far is the club from Sparta?

8 euros.
(It opens) at 11 pm / (It's open) from 11 pm.
Only 8 km.

5. A PLACE TO STAY (PAGE 16)

A1 questions

Task 5.1

- a) Look at photo 13. What can you see here?
b) Look at all the photos. Which of these 3 houses do you like best? Why?

Task 5.2

- c) Look at photo 14. Describe this house.
d) Look at photo 15. What can children do there?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

TEXT 13

Is there TV in every flat? How much do the flats cost? How far are they from the city centre?	Yes, there is. 100 euros per day. (They're) 5 km (from the city centre).
TEXT 14	
Where can I / you find Sofia's Rooms? How many bedrooms are there? When can I / you call?	Near the central square. (There are) 3 double bedrooms. From 10 am to 9 pm.
TEXT 15	
Where are the bungalows? Do all bungalows have (a) TV? Where can I / you park my / your car?	(They are) in Karpenisi. Yes, all of them do. There's a car park only 50 m from the main road.

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 (<i>for activities 2 and 3</i>)?	<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.

THE A LEVEL EXAM: ORAL ASSESSMENT CRITERIA

Task completion

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

Overall language performance

PRONUNCIATION AND STRESS	
2	Occasional mispronunciations may occur and L1 accent is noticeable but output is intelligible.
1	Generally clear articulation but L1 interference in pronunciation and stress is distracting and occasionally the output is unintelligible.
VOCABULARY	
3	Basic vocabulary but the words used are morphologically and semantically correct and the message gets across clearly. May use memorized phrases, groups of words and formulae in order to communicate, but the words used are appropriate to the given task.
2	Most of the words used are morphologically and semantically correct and the message gets across though not always very clearly. Memorised groups of words or phrases are not always appropriate for the given task.
1	Very basic and limited repertoire of mostly memorised words and phrases. Morphologically and semantically incorrect words are not uncommon (though sometimes they are self-corrected). The message gets across with difficulty.
0	Few scattered words, inappropriate word choice or no communication.
GRAMMATICAL COMPETENCE	
3	Uses some simple structures correctly but may make mistakes. Nevertheless, the message gets

	across clearly.
2	Limited range of structures most of which are used correctly. Basic mistakes are common but the message does get across without much difficulty.
1	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Errors of grammar and syntax are common but sometimes they are self-corrected, and the message does get across with some difficulty.
0	Constant errors which obscure communication or no communication.
COHERENCE	
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.

Mark:	3 = Fully satisfactory for A2 level	2 = Partly satisfactory for A2 level	1 = Satisfactory for A1 level	0 = Unsatisfactory for A1 level
--------------	---	--	---	---

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ