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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 2012

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? *(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 do you usually eat for breakfast? 2. What time do you usually get up in the morning? 3. Do you have a best friend? What is his / her name? 4. Do you speak any other languages? Which ones? 5. What are your favourite colours? | <ol style="list-style-type: none"> 16. Tell us a few things about your family. 17. What kind of clothes do you like to wear when you go out? Why? 18. What is your favourite month of the year? Why? 19. Who is your favourite family member? Why? 20. Tell us a few things about what you like doing in your free time. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

My environment

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 6. Tell us 1 or 2 things about your town / village. 7. What is your favourite room at home? 8. Tell us 2 things you like in your bedroom. 9. What things are there in your living room? 10. Tell us 1 or 2 things about your best friend's house. | <ol style="list-style-type: none"> 21. What do you like to do in your neighbourhood? 22. Tell us a few things about your house. 23. What kind of shops are there near your home? 24. Tell us a few things about a beautiful place in your city / village. 25. Tell us what you did yesterday. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

School, work & leisure

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 11. How many boys and girls are there in your class? 12. Tell us a few things there are in your classroom. 13. What time do you usually come back from school / work? 14. Do you watch TV? How often? 15. How often do you have English classes at school? | <ol style="list-style-type: none"> 26. What do you do in the breaks at school? 27. Tell us a few things about the best student in your class. 28. What things do you like doing at school / work? 29. What did you do yesterday to relax? 30. What are you going to do this afternoon? |
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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. TECHNOLOGY IN OUR LIFE (PAGE 6)

TASK 1.1

A1 questions

- a) Look at photo 1. How many children can you see?
- b) Look at photo 1 again. What do you think these children are doing?

A2 questions

- c) Compare photos 2 and 4 (what the people are doing, how old they are, etc.)
- d) Look at photo 4. What do you think this woman will do next?

TASK 1.2

A1 questions

- e) Look at photo 3. Where do you think this girl is?
- f) Look at photo 3 again. Who do you think she is speaking to?

A2 questions

- g) Look at photo 4. What do you think this woman is doing?
- h) Look at photos 2 and 3. What time of the day do you think it is? Why?

2. FRIENDS (PAGE 7)

TASK 2.1

A1 questions

- a) Look at photo 5. Where do you think these girls are?
- b) Look at photo 5 again. How old do you think these girls are?

A2 questions

- c) Look at photo 6. How do you think these people are feeling? Why?
- d) Compare photos 7 and 8 (what the people are doing, where they are, etc.)

TASK 2.2

A1 questions

- e) Look at photo 6. What can you see in this photo?
- f) Look at photo 6 again. What are the two girls wearing?

A2 questions

- g) Look at photo 7. What time of the year do you think it is? Why?
- h) Look at photo 8. What do you think these men will do next?

3. HAPPY MOMENTS (PAGE 8)**TASK 3.1****A1 questions**

- a) Look at photo 9. What's the weather like?
- b) Look at photo 9 again. What are these children doing?

A2 questions

- c) Look at photo 10. Why do you think these girls look happy?
- d) Look at photo 10 again. What are these girls going to do next?

TASK 3.2**A1 questions**

- e) Look at photo 11. What colour are the balloons?
- f) Look at photo 11 again. What can you see here?

A2 questions

- g) Look at photo 12. What are these girls doing? Why?
- h) Look at photos 9 and 12. Which of these places would you like to go to? Why?

4. SUMMER HOLIDAYS IN GREECE (PAGE 9)**TASK 4.1****A1 questions**

- a) Look at photo 13. What do you think these people are doing?
- b) Look at photo 15. What can you see in this picture?

A2 questions

- c) Compare photos 14 and 16 (where these people are, what they are doing, etc.)
- d) Look at photo 14 (or 15). How do you think this man (woman) is feeling? Why?

TASK 4.2**A1 questions**

- e) Look at photo 15. Where do you think this woman is?
- f) Look at photo 16 (or 14). What do you think this man will do next?

A2 questions

- g) Look at photo 15. What do you think this woman likes doing in the summer time?
- h) Look at all the photos. Which of these places do you like the most? Why?

5. LET'S GO! (PAGE 10)**TASK 5.1****A1 questions**

- a) Look at photo 17. What can you see?
- b) Look at photo 19. What's the weather like?

A2 questions

- c) Look at photos 18 and 19. Compare these photos (what you can see, where we are, etc.)
- d) Look at all the photos now. Which of these ways of travelling do you like best? Why?

TASK 5.2**A1 questions**

- e) Look at photo 19. Do you think it is cold there? Why?
- f) Look at photo 20. What can you see in this photo?

A2 questions

- g) Look at photos 17 and 19. What season of the year do you think it is in each photo? Why?
- h) Look at photos 17 and 20. Which of these places would you like to visit? Why?

6. SMILE! (PAGE 11)

TASK 6.1

A1 questions

- a) Look at photos 21 and 22. Where do you think these people are?
 b) Look at photo 22 (or 23). What do you think these boys (girls) are doing?

A2 questions

- c) Look at photo 24. Do you think these children are brother and sister? Why or why not?
 d) Look at photo 24 again. What do you think these children will do next?

TASK 6.2

A1 questions

- e) Look at photo 23. How many girls can you see?
 f) Look at photo 23 again. What are these girls wearing?

A2 questions

- g) Look at photo 21. Do you like going to this kind of place to eat? Why or why not?
 h) Look at photo 22 (or 23). Why are these boys (girls) smiling?

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. MUSEUMS (PAGE 12)

A1 questions

Task 1.1

- a) Look at poster number 1. What toys can you see?
- b) Look at all the posters on this page. Which museum would you like to visit? Why?

Task 1.2

- c) Look at poster number 3. What can you buy in this museum?
- d) Look at all the posters now. Which museum would your best friend like to visit? Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<p>TEXT 1 How many toys can I (you) see in the Toy Museum? What kind of toys has it got? When is it (the museum) open?</p>	<p>You can see more than 250,000 toys! It's got trains, planes, soldiers, dolls, etc. It's open Monday through Friday, 9 am to 5 pm.</p>
<p>TEXT 2 Where can I (you) see these bicycles? How many bicycles has the museum got? What does the souvenir shop sell?</p>	<p>You can see them in the Bicycle Museum. It's got more than 300 bicycles. It sells postcards, caps, bike water bottles, etc.</p>
<p>TEXT 3 What kind of museum is it? Are the tickets expensive? Has the museum got a souvenir shop?</p>	<p>It's a cartoon art museum. No, they are not. They cost £ 2 for children under 12 and £ 4 for adults. Yes, it's got a souvenir shop.</p>

2. INVITATIONS (PAGE 13)

A1 questions

Task 2.1

- a) Look at these three invitations. Which invitation is from a school? Why?
- b) Look at the third invitation. What can you see on the invitation?

Task 2.2

- c) Look at these three invitations. Which one is about a party for very young children? Why?
- d) Look at these three invitations again. Where would you like to go to? Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<p>TEXT 4 Whose party is on Saturday? How old will Peter be? What will Bozo the Clown do?</p>	<p>(It's) Peter's party. He'll be 8. He'll do some funny and amazing tricks.</p>
<p>TEXT 5 When is the party? What time does (will) the party start? Where will the party be?</p>	<p>It's on Saturday, June, 3rd. It starts (will start) at 8 p.m. It'll be at the school gym.</p>
<p>TEXT 6 When is the wedding? What time is the wedding? What is the name of the church?</p>	<p>It's on Saturday, July, 10th. It's at 5 o'clock in the afternoon. (It's) Saint Ann's (church).</p>

3. NEW SHOPS IN MY TOWN (PAGE 14)

A1 questions

Task 3.1

- a) Look at poster number 7. What can you buy in this shop?
- b) Look at the posters from these three shops. Which shop would you like to visit? Why?

Task 3.2

- c) Look at poster number 9. What things can you buy in this shop?
- d) Look at the posters from these three shops. Which shop would your best friend like most? Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

<p>TEXT 7 How much do (the) T-shirts cost? Can I (you) visit the shop on Saturday? What time does the shop close?</p>	<p>They cost 10€. No, it's open from Monday to Friday only. It closes at 5 pm.</p>
<p>TEXT 8 What kind of shop is it (is Christopher's shop)? How far is it from the railway station? Where is the shop?</p>	<p>It's a gift shop. It's only 3 minutes' walk from the railway station. It's at 52 Eleftherias Street.</p>
<p>TEXT 9 What does Electronics Land (it) sell? Has it got cameras? Is it open every day?</p>	<p>It sells the best brands like Sony, Samsung, Nokia, etc. Yes, it does. It's open every day except Sundays.</p>

4. TIME FOR FUN (PAGE 15)

A1 questions

Task 4.1

- a) Look at poster 10. What can children do there?
- b) Look at the three posters. Which place is better for teenagers? Why?

Task 4.2

- c) Look at poster 11. What do you think young children can do there?
- d) Look at posters 10 and 11. Which place would you like to visit with your best friend? Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

<p>TEXT 10 Is entrance free for parents? What time does it open? Where can I (you) find more information?</p>	<p>Yes, it is. It opens at 9 pm. You can call Mrs Maryland at 4987687.</p>
<p>TEXT 11 Is Peter Pan's Land (it) open every day? What does the parents' corner have? What does the café sell?</p>	<p>Yes, it's open 7 days a week. It has newspapers, magazines and TV. It sells snacks, sweets and soft drinks.</p>
<p>TEXT 12 When is the model car competition? Is there a free car park? What is the telephone number?</p>	<p>It's on Sunday, June, 5th. Yes, next to the Starlight Shopping Centre. It's 4701627.</p>

5. TV GUIDE (PAGE 16)

A1 questions

Task 5.1

- a) Look at TV guide number 13. What time is the game show?
 b) Look at TV guide number 13 again. What do the photos show?

Task 5.2

- c) Look at TV guide number 14. What can you see in the two photos?
 d) Look at all the TV guides. What time do all TV channels start?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

TEXT 13 What is the documentary about? What time does the concert start? What kind of music do the Smashers play?	It's about African animals. It starts at 8.30 pm. They play rock music.
TEXT 14 What is the title of the soap opera? What can I (you) watch at 7.00? What programme can I (you) watch after the game show?	It's 'Love for ever'. You can watch the news. After the game show there's a comedy.
TEXT 15 What time are the cartoons (on)? What kind of film is Iron Man 3? When is the second part of the documentary?	They're at 6.00 pm. It's a war film. It's next Sunday, same time.

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.
COHESION AND 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
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