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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Research & Religious Affairs
English Language Certification

LEVEL A (A1 & A2)

MODULE 4 Examiner Pack

2016 A

ATTENTION

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

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



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

INTERLOCUTOR FRAME FOR A LEVEL – ACTIVITY 1

Introducing ourselves (about a minute for both candidates) [NOT MARKED]

Examiner: **Good morning/ afternoon. Welcome. Can I have your papers, please?** *(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)*
Thank you, please take a seat. My name is _____ (and) this is another examiner _____ (and this is an observer _____). *S/he/ They will be listening to us.*
Please speak in English loudly and clearly. You can ask me to repeat anything you don't understand, but only in English. So... What is your name? *(Write it down.)*
And yours? *(Write it down.)*

Activity 1 (5 minutes for both candidates) – Dialogue

Examiner: **Ok. Let's start with Activity 1. I will ask each of you some questions, OK?**
Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given below and ask him/her.

Examiner: *(When your exchange with the candidate has finished.) Thank you.*

Examiner: **Now, let's go on with _____ (candidate's B NAME).**
Choose TWO A1 and TWO A2 questions (DIFFERENT from the ones you asked candidate A) and ask him/her.

Examiner: *(When your exchange with the candidate has finished.) Thank you.*

ACTIVITY 1: INTERVIEW

A1 LEVEL QUESTIONS

A2 LEVEL QUESTIONS

Personal information

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. What time do you usually go to sleep on Saturdays? 2. What do you usually eat for breakfast? 3. How many hours do you study every day? 4. When and where were you born? 5. Where does your best friend live? | <ul style="list-style-type: none"> 16. What do you usually do on Sundays? 17. Who is your favourite actor / actress? Tell us about him / her. 18. What is your favourite season of the year and why? 19. What games do you like to play with your friends? 20. What kind of clothes do you like to wear when you go out and why? |
|---|---|

My place

- | | |
|--|--|
| <ul style="list-style-type: none"> 6. What things are there in your classroom? 7. Tell us a few things about your home. 8. Tell us 2 things you like in your bedroom. 9. What is your favourite place at home? 10. Tell us 1 or 2 things about your town / village. | <ul style="list-style-type: none"> 21. What do you like about your neighbourhood? 22. What can you see from your bedroom window? 23. Describe your school for us.. 24. Tell us a few things about your favourite room at home. 25. What things do you usually do in your village / town / city? |
|--|--|

School, work & leisure

- | | |
|--|---|
| <ul style="list-style-type: none"> 11. What is there near your school? 12. Do you watch TV? How often? 13. What do you like doing in the summer? 14. Do you go to the cinema? How often? 15. What sports do you do at school? | <ul style="list-style-type: none"> 26. Do you have a hobby? Tell us about it. 27. What do you like to do best in the evenings? 28. What did you do yesterday to relax? 29. Tell us about one of your favourite teachers. 30. Talk to us about something special you did last week. |
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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. Let's go downtown (PAGE 6)****TASK 1.1****A1 questions**

- a) Look at photo 2. How many people can you see?
- b) Look at photo 1. Where do you think these people are?

A2 questions

- c) Look at photo 4. Can you describe it?
- d) Look at photo 2 again. What do you think these people will do next?

TASK 1.2**A1 questions**

- e) Look at photo 2. Where do you think these people are?
- f) Look at photo 3. What are these women wearing?

A2 questions

- g) Look at photo 3 again. What do you think these women will do next?
- h) Look at photo 1. Can you describe it?

2. Let's play (PAGE 7)**TASK 2.1****A1 questions**

- a) Look at photo 5. How old do you think these people are?
- b) Look at photo 8. Where do you think these people are?

A2 questions

- c) Look at photo 5 again. Can you describe it?
- d) Look at photos 7 and 8. Which activity do you prefer and why?

TASK 2.2**A1 questions**

- e) Look at photo 7. How many children can you see?
- f) Look at photo 8. What are these people wearing?

A2 questions

- g) Look at photo 6. What do you think these children will do next?
- h) Compare photos 5 and 8.

3. The weather (PAGE 8)**TASK 3.1****A1 questions**

- a) Look at photo 11. How many people can you see?
- b) Look at photo 9. What's the weather like?

A2 questions

- c) Look at photo 12. Can you describe it?
- d) Look at photo 9 again. What do you think these people are talking about?

TASK 3.2**A1 questions**

- e) Look at photo 12. Where are these people?
- f) Look at photo 11. What's the weather like?

A2 questions

- g) Look at photo 10. Can you describe it?
- h) Look at photos 9 and 11. Where would you like to be and why?

4. Free time (PAGE 9)**TASK 4.1****A1 questions**

- a) Look at photo 14. What's the weather like?
- b) Look at photo 15. What are these people doing?

A2 questions

- c) Look at photo 13. What do you think these people will do next?
- d) Look at photo 16. Can you describe it?

TASK 4.2**A1 questions**

- e) Look at photo 15. What are these people wearing?
- f) Look at photo 13. What are these people doing?

A2 questions

- g) Look at photo 14. What do you think these children will do next?
- h) Look at photos 15 and 16. Where would you like to be and why?

5. Interesting houses (PAGE 10)**TASK 5.1****A1 questions**

- a) Look at photo 17. How many windows does this house have?
- b) Look at photo 18. What's the weather like?

A2 questions

- c) Look at photo 19. Can you describe it?
- d) Look at photos 17 and 20. Which of these houses would you like to live in and why?

TASK 5.2**A1 questions**

- e) Look at photo 20. How many floors does this building have?
- f) Look at photos 18 and 19. Where do you think these houses are?

A2 questions

- g) Look at photo 17. Can you describe it?
- h) Look at photos 18 and 19. Compare these two photos.

6. Let's play... music! (PAGE 11)

TASK 6.1

A1 question

- a) Look at photo 22. What is this girl doing?
b) Look at photo 21. How many people can you see?

A2 questions

- c) Look at photo 24. What do you think these people will do next?
d) Look at photos 21 and 23. Compare these two photos.

TASK 6.2

A1 questions

- e) Look at photo 22. How many drums can you see?
f) Look at photo 23. Where do you think these people are?

A2 questions

- g) Look at photo 24. Can you describe it?
h) Look at photo 22. What do you think this girl will do next?

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. Hotels in Greece (PAGE 12)

A1 questions

Task 1.1

- a) Look at photo 1. Where is the hotel?
b) Look at all the photos. Which hotel is best for summer holidays?

Task 1.2

- c) Look at photo 2. How far is the hotel from Itea?
- d) Look at photo 3. What time must you leave the hotel room?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 1	Does the hotel have a swimming pool?	Yes, it does.
	How far is the hotel from the city centre?	5 minutes on foot.
	What time can you check in?	(You can check in) from 2pm.
TEXT 2	Where is the hotel?	(It is) in Arachova.
	Do all the rooms have internet?	Yes. (All the rooms have internet.)
	Does the hotel accept dogs?	Yes. (It is pet friendly.)
TEXT 3	How far is the beach?	(It's) a 20-minute walk from Aghia Anna beach.
	Do the rooms have a TV?	Yes. All the rooms have aTV.
	Is parking free?	Yes. (Parking is free.)

2. Furniture for sale (PAGE 13)

A1 questions

Task 2.1

- a) Look at photo 5. How much does the living room set cost?
- b) What can you see in photo 4?

Task 2.2

- c) What can you see in photo 5?
- d) Look at all the photos. Which of these pieces of furniture do you like best and why?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 4	What are the chairs made of?	(They are made of) cherry wood and leather.
	Are the table and the chairs new?	Yes, they are only a year old.
	When can you call Helen?	In the evening.
TEXT 5	How many people can sit on the sofa?	3 (people can sit on the sofa.)
	What else is included in the set?	2 small sofas and 1 coffee table.
	Can you buy only the sofa?	No. (The sofa cannot be sold separately.)
TEXT 6	How many drawers does it have?	(It has) one central drawer and 5 smaller ones.
	How large is the desk?	(It is) 1,50 metres wide.
	Who can you call?	(You can call) John.

3. Toys (PAGE 14)

A1 questions

Task 3.1

- a) Look at photo 7. Where is the robot made?
- b) Look at all the photos. Which toy has won an award?

Task 3.2

- c) Look at all the photos. Which toy can all the family play?
- d) Look at all the photos. Which of these toys do you like best and why?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 7	How does the robot work?	It is battery operated.
	Can the robot move?	It moves its arms and its legs.
	Is the robot suitable for babies?	No. It is suitable for children 4 years and over.
TEXT 8	Who can play this game?	All the family (can play this game.)
	Where can you buy this game?	(You can buy this game) at all toy stores.
	How much does it cost?	It is half price until Easter.
TEXT 9	What are the puppets made of?	(They are made of) paper bags.
	What else is included?	250 stickers and glue (are included.)
	Are they easy to make?	Yes. There are easy instructions with pictures.

4. Summer activities (PAGE 15)

A1 questions

Task 4.1

- a) Look at photo 10. How much does sea kayaking cost?
- b) Look at photo 11 and tell me which seasons are best for climbing.

Task 4.2

- c) Look at photo 12. How many km does one cycle in a day?
- d) Look at all the photos. Which of these activities would you like to do and why?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 10	How many hours is the day trip?	5-6 hours.
	What is included in the price?	Lunch and a cold drink (are included in the price.)
	What must you bring with you?	(You must bring with you) water.
TEXT 11	Where do the rock climbers come from?	(The rock climbers / They come) from all over Europe.
	When is the climbers' festival?	(The climbers' festival/ It is) every year in October.
	How much does a five day course cost?	(A five day course / It costs) 200 euros per person.
TEXT 12	How many bike routes are there in Rethymno?	(There are) 22 bike routes.
	Who are the tours suitable for?	(The tours / They are suitable for) families and kids.
	What time do tours start?	(Tours / They start) at 7:00 in the morning.

5. Invitations (PAGE 16)

A1 questions

Task 5.1

- a) Look at photo 13. When is the birthday party?
- b) Look at the 3 photos. Which invitation is for a birthday party and which for a school party?

Task 5.2

- c) Look at photo 14. Who is having a party?
- d) Look at photo 15. Who is Maria Papacosta?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 13	Whose party is on Saturday?	Anne's (party is on Saturday.)
	How old will she be?	(She will be) 12 years old.
	What time does the party start?	(It starts) at 7 p.m.
TEXT 14	When is the party?	(It's) on the 17 th of June.
	Where is the party?	(The party is) at the School Gym.
	What time does the party end?	(The party / It ends) at 10 pm.
TEXT 15	When is the baptism?	(The baptism / It is) on Saturday, July 23 rd
	What time is the baptism?	(The baptism / It is) at 7 o'clock.
	What is the name of the church?	(The name of the church is / It is) Saint Anne's church.

POINTS TO REMEMBER WHILE CARRYING OUT THE ACTIVITIES OF THE ORAL TEST**Activity 1**

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

Activity 2

- ➔ Use a different photo text page for each candidate.
- ➔ Show the candidate which photo text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.
- ➔ Do not choose A1 level or A2 level questions at random. Ask two A1 level questions and two A2 level questions that belong to the same task.
- ➔ If the candidate is embarrassed or reluctant to answer the A1 level questions, help him/her out (repeat the task, start with a cue, give an example to start him/her off etc.).
- ➔ If the candidate is embarrassed or reluctant to answer the A2 level questions, give him/her (them) an example but do not insist by giving prompts or adding extra questions etc.

Activity 3

- ➔ Use a different multimodal text page for each candidate.
- ➔ Show the candidate which multimodal text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.
- ➔ Do not choose A1 level questions at random. Ask two A1 questions that belong to the same task.
- ➔ If the candidate fails to respond to the A1 level questions, continue with the A2 level part of the activity.
- ➔ For the A2 level part of activity 3, point to the multimodal text the candidate is expected to ask you questions on. Do not simply give the number of the multimodal text.
- ➔ Provide answers to all questions the candidate asks you in a natural way. The answers to the questions are provided in the examiner pack.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

Remember that at this level candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

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

NOTE:

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

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

A LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

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

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