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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education & Religious Affairs
English Language Certification

LEVEL A (A1 & A2)

MODULE 4 Examiner Pack

May 2014

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

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. How old are you? 2. When is your birthday? 3. What class are you in at school? 4. What time do you usually go to bed? 5. What do you like to have for dinner? | <ol style="list-style-type: none"> 16. What do you usually do on Mondays? 17. What do you want as a birthday present and why? 18. What are your hobbies? 19. What sports do you like to watch? Why? 20. What do you like to buy when you go shopping? |
|--|--|

My environment

- | | |
|---|---|
| <ol style="list-style-type: none"> 6. What's your favourite school subject? 7. What do you usually have in your schoolbag? 8. What are your favourite clothes? 9. How many rooms are there in your house? 10. Tell us 3 things you can find in your kitchen. | <ol style="list-style-type: none"> 21. What do you usually take with you when you go to the beach? 22. What kinds of shops are there in your neighbourhood? 23. Do you like your bedroom? Why or why not? 24. Tell us about an interesting place you visited last summer. 25. Tell us a few things about your neighbourhood. |
|---|---|

School, work & leisure

- | | |
|---|--|
| <ol style="list-style-type: none"> 11. When do you like watching TV? 12. How often do you use a computer? 13. What do you like about your school / your work? 14. How often do you see your friends? 15. What kind of music do you like? | <ol style="list-style-type: none"> 26. What do you want to be when you grow up? 27. What's your favourite TV programme and why? 28. Where would you like to go on holidays this summer? 29. How do you like to spend your free time? 30. What are you going to do next weekend? |
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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... (PAGE 6)****TASK 1.1****A1 questions**

- a) Look at photo 1. How many people can you see?
- b) Look at photo 3. What do you think the girls are doing?

A2 questions

- c) Look at photo 4 and tell me what you see.
- d) Look at photo 2. What do you think these girls will do next?

TASK 1.2**A1 questions**

- e) Look at photo 1. Where do you think these people are?
- f) Look at photo 2. How old do you think these girls are?

A2 questions

- g) Look at photo 1 again. What do you think will happen next?
- h) Look at photo 3 and tell me what you see.

2. HAVING FUN! (PAGE 7)**TASK 2.1****A1 questions**

- a) Look at photo 6. What's the weather like?
- b) Look at photo 7. How many boys and girls can you see?

A2 questions

- c) Look at photo 5 and tell me what you see.
- d) Look at photos 7 and 8. Which of the two activities do you enjoy most? Why?

TASK 2.2**A1 questions**

- e) Look at photo 5. Where do you think these children are?
- f) Look at photo 6. How old do you think these children are?

A2 questions

- g) Look at photos 5 and 8. Which of the two activities do you enjoy most? Why?
- h) Look at photo 6 and tell us what you think these children will do next.

3. FOOD (PAGE 8)**TASK 3.1****A1 questions**

- a) Look at photo 9. What can you see?
- b) Look at photo 12. Where do you think these people are?

A2 questions

- c) Look at photo 10 and tell us what you see.
- d) Look at photo 9. What do you think this man will do next?

TASK 3.2**A1 questions**

- e) Look at photo 10. Where do you think these people are?
- f) Look at photo 12. What job does this man do?

A2 questions

- g) Look at photo 11 and tell us what you see.
- h) Look at photo 11 again. What do you think these people will do next?

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

- a) Look at photo 13. What are these people wearing?
- b) Look at photo 15. Where are these people?

A2 questions

- c) Look at photo 16 and tell us what you see.
- d) Look at photos 13 and 16. Which of the two types of holiday do you prefer and why?

TASK 4.2**A1 questions**

- e) Look at photo 13. What's the weather like?
- f) Look at photo 15. What are these people doing?

A2 questions

- g) Look at photo 14 and tell us what you see.
- h) Look at photos 14 and 16. Which of the two types of holiday do you prefer and why?

5. PEOPLE AND ANIMALS (PAGE 10)**TASK 5.1****A1 questions**

- a) Look at photo 18. What is this person's job?
- b) Look at photo 20. What colour are the horses?

A2 questions

- c) Look at photo 19 and tell me what you see.
- d) Look at photos 19 and 20. Which of these animals do you like best and why?

TASK 5.2**A1 questions**

- e) Look at photos 18 and 20. What animals can you see?
- f) Look at photo 17. What is the boy doing?

A2 questions

- g) Look at photo 20 and tell me what you see.
- h) Look at photos 17 and 18. Which of these animals do you like best and why?

6. SOMEONE I LOVE (PAGE 11)

TASK 6.1

A1 questions

- a) Look at photo 21. How old do you think these people are?
b) Look at photo 24. What is this girl doing?

A2 questions

- c) Look at photo 23. How do you think these people are feeling and why?
d) Look at photos 21 and 22. What is different about these two photos?

TASK 6.2

A1 questions

- e) Look at photo 22. How old do you think these children are?
f) Look at photo 23. What is the man doing?

A2 questions

- g) Look at photo 24. Describe it for me. I can't see very well.
h) Look at photo 23. What do you think these people are going to 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. SCHOOL PROJECTS (PAGE 12)

A1 questions

Task 1.1

- a) Look at poster 1. Who made this poster?
b) What is each poster about?

Task 1.2

- c) Look at poster 3. Who made this poster?
d) Which poster do you like best and why?

A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<p>TEXT 1 Where can you throw your rubbish? Where can you plant trees? How often can you water your garden?</p>	<p>(You can throw your rubbish) in special bins. (You can plant trees) in the parks. (You can water your garden) once a week.</p>
<p>TEXT 2 What is the 'name' of these penguins? How many penguins are there in the world? What do the penguins usually eat?</p>	<p>(It is) the Galapagos penguin. (There are) 100 to 500. (They usually eat) small fish.</p>
<p>TEXT 3 How tall are these dogs? How long do these dogs / does this dog live (for)? What do they / does it need?</p>	<p>(They are) 56 – 66 centimeters (tall). They live/ It lives for 15 years. (They need/ It needs) to spend a lot of time with people.</p>

2. HOLIDAYS (PAGE 13)

A1 questions

Task 2.1

- a) Look at the 3 photos. What animals can you see?
- b) What is photo 4 about?

Task 2.2

- c) Look at photo 6. What are these people doing?
- d) Which of these holiday activities do you like best and why?

A2 LEVEL TASK

CANDIDATE QUESTIONS	EXAMINER ANSWERS
<p>TEXT 4 How can/will you travel to Marathonisi? How much does it cost? Where does the boat leave from?</p>	<p>By glass bottom boats. (It costs) 25€. From Laganas beach.</p>
<p>TEXT 5 Where can you go diving? What can you see in the water? How much does it cost?</p>	<p>In Mykonos, Santorini, Paros and Hydra. You can discover various fish species and beautiful dive sites. (It costs) 65€.</p>
<p>TEXT 6 How long is the path? What can you find in the end of the path? What do you have to bring (with you)?</p>	<p>It is 13 km long. You can find the seaside village of Agia Roumeli. You have to bring enough water.</p>

3. COMPETITIONS (PAGE 14)

A1 questions

Task 3.1

- a) Look at the 3 photos. Which competition is for a student who loves Sports?
- b) Look at the 3 photos. Which competition would you like to take part in? Why?

Task 3.2

- c) Look at the 3 photos. Which competition is for a student who likes Writing?
- d) Look at the 3 photos. Which competition would you like to take part in? Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

<p>TEXT 7 When does the competition take place? Who can take part in Group A? Where can you find more information?</p> <p>TEXT 8 When does the competition take place? Where does the competition take place? Who can take part in this competition?</p> <p>TEXT 9 Which schools can/will take part in the competition? Where does the match take place? When is the match?</p>	<p>In September, 2014. Primary school children. You can visit the website www.projectchild.net.</p> <p>In October, 2014. In classroom B2. High school students.</p> <p>The 2nd and 5th high school. In the local football pitch, on 7th High Street. In August, 2014.</p>
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4. LESSONS FOR FUN (PAGE 15)

A1 questions

Task 4.1

- a) Look at photo 10. What are these children doing?
- b) Look at the 3 photos and tell me which lesson you would like to take. Why?

Task 4.2

- c) Look at photo 11. What musical instruments can you see?
- d) Look at the 3 photos and tell me which lesson you would take. Why?

A2 LEVEL TASK

CANDIDATE QUESTIONS

EXAMINER ANSWERS

<p>TEXT 10 Who can take these lessons? When can someone take these lessons? How much does it cost to take lessons?</p> <p>TEXT 11 What time are the lessons? Who are these lessons for? Where do you find more information?</p> <p>TEXT 12 How much do lessons cost for each student? When can someone take these lessons? Where do you find more information?</p>	<p>Children 5 to 11 years old. From April the 26th to June the 21st. (It costs) 100€.</p> <p>(Lessons are) from 10am to 1pm. Children 5 to 18 years old. (You can) call on 671930.</p> <p>(They cost) 20€. In the summer months. (You can) call on 673 8933 or visit their website.</p>
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5. A PLACE TO STAY (PAGE 16)

A1 questions

Task 5.1

- a) Look at the 3 photos. Which of these places is good for a University student?
- b) Look at the 3 photos. Which place would you choose to live in and why?

Task 5.2

- c) Look at the three photos. Which of these places is good for a family?
- d) Look at the three photos. Which of these places is good to go for a holiday?

A2 LEVEL TASK

	CANDIDATE QUESTIONS	EXAMINER ANSWERS
TEXT 13	Where is this room? How much does it cost per month? Are the pets allowed?	It is on 3 Papadaki street. (It costs) 300€. Yes, they are.
TEXT 14	How many bedrooms are there in the villa? Where can you swim? How much does it cost in the summer?	There are 5 bedrooms. You can swim in the (swimming) pool. (It costs) 1.500€.
TEXT 15	How far is the metro from the house? How many bathrooms are there? How much does it cost per month?	It is 100 meters. (There are) 2 bathrooms. (It costs) 400€.

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.

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.
Use of 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 organize 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.	Organizes 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)
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ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ