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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education and Religious Affairs
State Certificate of Language Proficiency

LEVEL A (A1+A2) on the scale set by the Council of Europe

MODULE 4 Examiner Pack

2021 A

ATTENTION

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

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



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

INTERLOCUTOR FRAME

We introduce ourselves (1 minute for both candidates) [NOT MARKED]

Examiner: Good morning/ afternoon. Welcome. Can I have your papers, please? Thank you, please take a seat. My name is _____. 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.*)

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 / DIALOGUE

(5 minutes for both candidates)

A1 LEVEL QUESTIONS	A2 LEVEL QUESTIONS
Personal information	
1. Who are the people in your family? Who is your favourite?	16. Is summer your favourite season? Why or why not?
2. What time do you get up in the morning?	17. What do you want to do when you grow up?
3. Do you like sweets? How often do you buy them?	18. What do you usually do when you're with your friends?
4. Do you eat fruits and vegetables? How often do you eat them?	19. Do you prefer eating food your mum cooks for you or do you prefer eating out? Why?
5. Do you like shopping? How often do you go shopping?	20. What clothes do you like? Why or why not?
My environment	
6. What can you see from the window of your classroom?	21. Do you like your house? Why or why not?
7. How do you go to school?	22. Which is your favourite place in your house? Why?
8. Do you have any cousins? Do they live near you?	23. Do you want to live in a different village/town/city from the one you live in now? Why?
9. Can you tell me some things about your house?	24. What things would you like to have near your house?
School, work & leisure	
10. What do you do before you go to school?	25. Tell me about a student in your classroom that you like a lot.
11. Do you use the computer for your homework? How often do you use it?	26. What did you do yesterday evening?
12. What do you usually do at the weekend?	27. Do you help your parents with housework? Why or why not?
13. What is your favourite school subject?	28. What is your favourite free-time activity? Why?
14. What do you usually do to relax at home?	29. Do you like going to the cinema? Why or why not?
15. What do you do during school breaks?	30. Tell me about something special you did last summer.

INTERLOCUTOR FRAME

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

(5 minutes for both candidates)

CHILDREN ON HOLIDAYS (page 5)

TASK 1.1

A1 questions

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

A2 questions

- c) Look at photo 4. What can you see in this photo?
- d) Look at photo 2 again. How are the children in this photo feeling? Why?

TASK 1.2

A1 questions

- e) Look at photo 1. Who do you think these people are? What are they doing?
- f) Look at photo 3. Where are these children? What are they doing?

A2 questions

- g) Look at photos 3 and 4, and compare them.
- h) Look at photos 3 and 4 again. Which way of travelling do you like best? Why?

DOING SPORTS (page 6)

TASK 2.1

A1 questions

- a) Look at photo 5. Who do you think these people are? Where are they?
- b) Look at photo 7. Where are these girls? What are they doing?

A2 questions

- c) Look at photo 6. What can you see in this photo?
- d) Look at photo 7 again. How do you think these girls are feeling? Why?

TASK 2.2

A1 questions

- e) Look at photo 5. Where are these people? What are they doing?
- f) Look at photo 6. How many people are there in this photo? What are they doing?

A2 questions

- g) Look at photo 8. How do you think the children in the photo are feeling? Why?
- h) Look at photos 5 and 6 again. Which of these activities do you prefer to do? Why?

PARTIES (page 7)

TASK 3.1

A1 questions

- a) Look at photo 9. Where are these children? What are they doing?
- b) Look at photo 10. Where do you think these girls are? What are they wearing?

A2 questions

- c) Look at photos 9 and 11, and compare them.
- d) Look at photo 10 again. How do you think these girls are feeling? Why?

TASK 3.2

A1 questions

- e) Look at photo 11. Where are these children? What are they doing?
- f) Look at photo 12. How many children can you see in this photo? What are they doing?

A2 questions

- g) Look at photo 9. How are these children feeling? Why?
- h) Now, we're going to play a game. Choose a photo and describe it. Don't tell me the number. I'll try to guess which photo you're talking about.

TECHNOLOGY (page 8)

TASK 4.1

A1 questions

- a) Look at photo 14. Who do you think these people are? Where are they?
- b) Look at photo 15. Where are these children? What are they doing?

A2 questions

- c) Look at photo 13. What can you see in this photo?
- d) Now, we're going to play a game. Choose a photo and describe it. Don't tell me the number. I'll try to guess which photo you're talking about.

TASK 4.2

A1 questions

- e) Look at photo 14. How many people are there in the photo? What are they doing?
- f) Look at photo 16. Where do you think these children are? What are they doing?

A2 questions

- g) Look at photo 14 again. How are these people feeling? Why?
- h) Look at photos 15 and 16 again, and compare them.

INTERLOCUTOR FRAME

Examiner: Now, let's move on to Activity 3. I will show each one of you a page with texts and I will ask you some questions. Then YOU will also ask me some questions about them, OK? (*Start with candidate A this time*).

Examiner: Let's start with _____ (*his/ her name*). _____ (*his/her NAME*), here is your page (*Open the Candidate Booklet on the page you have chosen in front of the candidate*) and _____ (*choose the task from the Examiner Pack and read out TWO A1 questions*). Now you will ask me questions about the texts (*Choose one multimodal text from the same page*). Look at text X and use the words in the Set A (or B) box to ask me questions about this text. I will answer your questions (*when (if) the candidate asks you his/her THREE questions, answer them. (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 to be answered by the candidate*).

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

SHOPPING ONLINE (page 9)

A1 level tasks

Task 1.1

Look at text 1 (FOREVER 10).

- What is this girl wearing?
- Who can buy from this e-shop?

Task 1.2

Look at text 2 (Georges).

- What are these children wearing?
- What things do you want to buy from this e-shop?

A2 level tasks

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

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
FOREVER 10		
Set A	What is the e-shop called?	<i>It's FOREVER 10.</i>
	When can you buy?	<i>You can buy things all day.</i>
	How much do the glasses cost?	<i>The glasses cost 150 euros.</i>
Set B	Are there clothes for boys?	<i>Yes, there are.</i>
	How can I get information?	<i>You can click on this link.</i>
	What is the price of the shoes?	<i>It's 80 euros.</i>
Georges		
Set A	What is the name of the shop?	<i>It's Georges.</i>
	Are there clothes for women?	<i>Yes, there are.</i>
	How much do the trainers cost?	<i>They cost 30 euros.</i>
Set B	Can I find school things?	<i>Yes, you can.</i>
	What time can I phone for information?	<i>From 9 a.m. to 5 p.m.</i>
	How much does the T-shirt cost?	<i>It costs 15 euros.</i>

KIDS' MARATHON! (page 10)

A1 level tasks

Task 2.1

Look at poster 3 (Marathon 2020 & Family Fun Day).

- Who can take part in the Marathon?
- How many people can you see in the poster? What are they doing?

Task 2.2

Look at poster 4 (Kids' charity / Fun Run & Fun Ride Event).

- What sports can you do in this event? Which do you like more?
- Can you do any other activities?

A2 level tasks

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

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Marathon 2020 & Family Fun Day		
Set A	When is the Marathon?	On Sunday 17 th May.
	Can we park our car at the college?	Yes, you can.
	How can I get information?	From the website: www.cornwall.ac.uk/marathon
Set B	What time does the Marathon start?	At 9.30 in the morning.
	Are there any refreshments?	Yes, there are.
	Where can we park our car?	At the College and at Poltair School.
Kids' charity / Fun Run & Fun Ride Event		
Set A	What time does the event start?	At 8.00 in the morning.
	How much do adults pay?	10 euros.
	Is there a colouring competition?	Yes, there is.
Set B	Where is the event?	At Central Park.
	What time does it finish?	At 1.30 p.m.
	Do children pay?	Yes. Children who are under 12 years old pay 5 euros

MAGAZINE COVERS (page 11)

A1 level tasks

Task 3.1

Look at text 5 (Cooking with Kids).

- What are these children doing?
- Do you want to buy this magazine? Why?

Task 3.2

Look at text 6 (Animal tales).

- What can you learn from this magazine?
- What can children do in the competition?

A2 level tasks

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

CANDIDATE QUESTIONS		EXAMINER ANSWERS
Cooking with kids		
Set A	How much do I pay for the magazine?	<i>You have to pay 3.50 euros.</i>
	How many birthday cakes can I make?	<i>You can make 12 different birthday cakes.</i>
	Are there any stickers in the magazine?	<i>Yes, there are.</i>
Set B	How many pages does the magazine have?	<i>It has 20 pages.</i>
	What do the MasterChef Junior Stars write?	<i>They write about their favourite food.</i>
	Where can I find information about the competition?	<i>On page 18 of the magazine.</i>
Animal tales		
Set A	What is the name of the magazine?	<i>It's Animal tales.</i>
	How many pages does it have?	<i>It has 22 pages.</i>
	Do I pay for the stickers?	<i>No, they are free.</i>
Set B	Are the posters free?	<i>Yes, they are.</i>
	What can I win in the competition?	<i>You can win a puppy toy.</i>
	How much does the magazine cost?	<i>It costs 4 euros.</i>

THEATRE FOR KIDS (page 12)

A1 level tasks

Task 4.1

Look at poster 7 (Beauty and the Beast).

- What can you see in this theatre?
- Who do you think these children are? What are they doing?

Task 4.2

Look at poster 8 (Romeo & Juliet).

- When can I go to this theatre?
- Is it only for children?

A2 level tasks

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

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Beauty and the Beast		
Set A	Who is the actor?	<i>It's Joy Garofalo.</i>
	Can I buy tickets from the internet?	<i>Yes, you can.</i>
	How much do the tickets cost?	<i>It's 12 euros for adults and 10 euros for children.</i>
Set B	When can I go?	<i>From May 30th to June 15th.</i>
	How can I get information?	<i>You can visit the theatre or you can send an email message.</i>
	Are there any special prices for groups?	<i>Yes, there are.</i>
Romeo & Juliet		
Set A	What is the name of the theatre?	<i>It's Swamp Meadow Community Theatre.</i>
	How much do families pay?	<i>There are special prices.</i>
	Can I go by metro?	<i>Yes, you can. The theatre is next to the metro station.</i>
Set B	Do children pay 10 euros?	<i>No. They pay 9 euros. .</i>
	How can I get information?	<i>You can send an email message.</i>
	What is the website of the theatre?	<i>It's www.swampmeadow.org.</i>

POINTS TO REMEMBER

PLEASE READ THE INSTRUCTIONS CAREFULLY!

Activity 1

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

Activity 2

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

Activity 3

Pay extra attention to the points below.

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