

# ΚΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Religious Affairs and Sports  
**State Certificate of Language Proficiency**

**LEVEL A1 & A2** on the scale set by the Council of Europe

**MODULE 4** **EXAMINER PACK**

**2024 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 FOR A LEVEL – ACTIVITY 1

Activity 1 (5 minutes for both candidates) – Dialogue

Introducing ourselves (about a 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

A1 LEVEL QUESTIONS	A2 LEVEL QUESTIONS
<b>Personal information</b>	
1. What time do you usually have lunch?	16. Is June your favourite month? Why or why not?
2. What do you usually have for breakfast?	17. Do you like computer games? Why or why not?
3. What's your favourite activity? How often do you do it?	18. What do you usually do in the summer?
4. What kind of fruit do you like? How often do you eat it?	19. Where do you like to go with your friends? Why?
5. How many members are there in your family? Is one of them your favourite?	20. What's your favourite time of the day? Why?
<b>My environment</b>	
6. Tell us which 2 things you like in your neighbourhood.	21. What do you like most or least about your home? Why?
7. Can you tell us some things about your town?	22. Do you like your neighbourhood? Why or why not?
8. What is there near your house?	23. What are some things your family recycles at home?
9. Which is your favourite place in your town?	24. Which is your favourite room in your house? Why?
<b>School, work &amp; leisure</b>	
10. What do you usually do on the weekends?	25. How do you spend time with your friends?
11. What do you like to do when you finish your homework?	26. Do you have a favourite teacher? Why or why not?
12. What type of sports do you like?	27. What are you going to do after this exam?
13. What is your favourite subject at school?	28. Which places in the world do you want to visit? Why?
14. What do you do during school breaks?	29. What did you do yesterday?
15. What do you do before you go to bed?	30. Do you like studying alone? Why or why not?

**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****LET'S TALK ABOUT FOOD! (p. 5)****TASK 1.1****A1 questions**

- a) Look at photo 2. Where are these children? What are they doing?
- a) Look at photo 3. How many people can you see? What are they doing?

**A2 questions**

- b) Look at photo 1. What can you see in this photo?
- c) Look at photo 3 again. Do you think the people in this photo are having a good time? Why do you think so?

**TASK 1.2****A1 questions**

- d) Look at photo 1. How many people can you see? What are they doing?
- e) Look at photo 4. Where do you think these people are? What are they doing?

**A2 questions**

- f) Look at photo 4 again. How is the girl in this photo feeling? Why do you think so?
- g) Now, we're going to play a game. Choose a photo from this page and describe it. Don't tell me the number. I'll try to guess which photo you're talking about.

**STAYING INDOORS (p. 6)****TASK 2.1****A1 questions**

- a) Look at photo 5. Who do you think these people are? What are they doing?
- b) Look at photo 6. Where do you think these people are? What are they doing?

**A2 questions**

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

**TASK 2.2****A1 questions**

- e) Look at photo 7. Where are these people? What are they doing?
- f) Look at photo 8. How many children can you see in this photo? What are they doing?

**A2 questions**

- g) Look at photo 8 again. How do you think the people in the photo are feeling? Why do you think so?
- h) Look at photos 5 and 6 and compare them.

## STUDY TIME! (p. 7)

### TASK 3.1

#### A1 questions

- a) Look at photo 9. Where do you think these people are? What are they doing?
- b) Look at photo 10. How many people can you see? What are they doing?

#### A2 questions

- c) Look at photo 11. What can you see in this photo?
- d) Look at photos 9 and 10 again and compare them.

### TASK 3.2

#### A1 questions

- e) Look at photo 10. Who do you think these women are? What are they wearing?
- f) Look at photo 12. Where is this woman? What is she doing?

#### A2 questions

- g) Look at photo 12 again. How do you think the woman is feeling? Why do you think so?
- h) Now, we're going to play a game. Choose a photo from this page and describe it. Don't tell me the number. I'll try to guess which photo you're talking about.

## THE 4 SEASONS (p. 8)

### TASK 4.1

#### A1 questions

- a) Look at photo 13. Where do you think these people are? What are they doing?
- b) Look at photo 14. Where are these people? What are they doing?

#### A2 questions

- c) Look at photo 15. What can you see in this photo?
- d) Look at photo 14 again. How do you think the children in the photo are feeling? Why do you think so?

### TASK 4.2

#### A1 questions

- e) Look at photo 15. Who do you think these people are? What are they doing?
- f) Look at photo 16. Where do you think these people are? What are they doing?

#### A2 questions

- g) Look at photo 15 again. What season of the year is it? Why do you think so?
- h) Look at photos 14 and 16. In which of the two places would you want to be? Why?

## INTERLOCUTOR FRAME FOR A LEVEL – Part 3 (Activity 3)

### Activity 3 (6 minutes for both candidates) – Giving and asking for information.

**Examiner:** Now, let's move on to Activity 3. I will show each one of you a page with texts 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 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

## SUMMER CAMPS (p. 9)

### A1 level tasks

#### Task 1.1

Look at poster 1 (The ACS Summer Camp).

- What can you see in this poster?
- What can you do at this summer camp?

#### Task 1.2

Look at poster 2 (Kids summer camp).

- What can you see in this poster?
- Do you like summer camps? Why or why not?

### A2 level tasks

**ATTENTION:** There are two sets of questions for each poster, BUT each candidate asks 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
<b>The ACS Summer Camp</b>		
Set A	What is the name of this camp?	<i>It's the ACS Summer Camp.</i>
	Is lunch free?	<i>Yes, it is.</i>
	Can I/we/you do sports at this camp?	<i>Yes, of course you can.</i>
Set B	How much does it cost to go to this camp?	<i>100 euros a week.</i>
	Is this camp for children or teenagers?	<i>It's for children aged 8-12.</i>
	What time do activities at the camp start?	<i>At 9:00 in the morning.</i>
<b>Kids summer camp</b>		
Set A	Is this camp open all year?	<i>No. It's from the 3<sup>rd</sup> to the 26<sup>th</sup> July every year.</i>
	Is there a special price for brothers/sisters?	<i>Yes, there is a special price for siblings – brothers and sisters.</i>
	Can I/we/you have lunch at the camp?	<i>Yes, lunch is included in the cost.</i>
Set B	How much does it cost to go to this camp?	<i>It's 265 euros a week and 65 euros a day.</i>
	What kind of activities can I/we/you do at this camp?	<i>Sport games, arts and crafts, dance and swimming.</i>
	Is this camp for young children only?	<i>It's for children and for young teenagers.</i>



## STREET FOOD FESTIVALS (p. 10)

### A1 level tasks

#### Task 2.1

Look at poster 3 (Milford Haven).

- What can you do at this festival?
- Do you like street-food? Why or why not?

#### Task 2.2

Look at poster 4 (Tavistock Street Food Festival).

- What can you see in this poster?
- What street-food do you like?

### A2 level tasks

**ATTENTION:** There are two sets of questions for each poster, BUT each candidate asks 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
Milford Haven		
Set A	Where is this festival?	<i>At Milford Haven.</i>
	When does the festival start?	<i>It starts on Friday 4<sup>th</sup> August.</i>
	How can I/you find information about the festival?	<i>Through the website: <a href="http://milfordhavenstreetfoodfestival.co.uk">milfordhavenstreetfoodfestival.co.uk</a></i>
Set B	Is the festival in July?	<i>No, it's in August.</i>
	Is this festival for children too?	<i>Yes, it's for all ages.</i>
	Is there music at the festival?	<i>Yes, there is live music and DJs.</i>
Tavistock Street Food Festival		
Set A	What is the name of the festival?	<i>It's Tavistock Street Food Festival.</i>
	When is the festival?	<i>From 27 to 28 July.</i>
	How do/can I/you get information about the festival?	<i>You can visit the website: <a href="http://www.missivyevents.co.uk">www.missivyevents.co.uk</a></i>
Set B	Where does the festival take place?	<i>In Bedford Square.</i>
	What time does the festival start?	<i>It starts at 6:00 pm.</i>
	Do I/we/you pay to eat at the festival?	<i>No, it's free.</i>

## CONTESTS (p. 11)

### A1 level tasks

#### Task 3.1

Look at poster 5 (Dance contest).

- What type of contest is it?
- Do you like this kind of contest? Why or why not?

#### Task 3.2

Look at poster 6 (Art contest).

- What type of contest is this poster advertising?
- Are you interested in this type of contest? Why or why not?

### A2 level tasks

**ATTENTION:** There are two sets of questions for each poster, BUT each candidate asks 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 website he or she can see the information you are providing.*)

CANDIDATE QUESTIONS		EXAMINER ANSWERS
Dance contest		
Set A	When is the dance contest?	<i>It's on Saturday, 27 July.</i>
	What does the winner get?	<i>The prize is 500 euros cash.</i>
	Who can take part in this contest?	<i>Contestants must be at least 16 years old.</i>
Set B	What time does the contest start?	<i>At 8:00 pm.</i>
	Where does the contest take place?	<i>At Line Up Art Centre.</i>
	How much does it cost to enter the contest?	<i>25 euros per team.</i>
Art contest		
Set A	What type of contest is this?	<i>It's an Art contest.</i>
	Do the winners get a prize?	<i>Everyone gets a prize!</i>
	When do I send in my work?	<i>You have until Friday, June 21<sup>st</sup>.</i>
Set B	What is this contest about?	<i>People's favourite summer activities or what they love about the summer.</i>
	Where do I/we/you send our work?	<i>To <a href="mailto:corie@kidscountryclub.org">corie@kidscountryclub.org</a>.</i>
	Is the contest for older people?	<i>It's for children and teenagers up to 15 years old.</i>

## BOOKS (p. 12)

### A1 level tasks

#### Task 4.1

Look at book cover 7 (Charlotte's Web).

- What can you see on the book cover?
- Do you like the book cover? Why or why not?

#### Task 4.2

Look at book cover 8 (Harry Potter).

- What can you see on the book cover?
- What is the boy wearing?

### A2 level tasks

**ATTENTION:** There are two sets of questions for each book cover, BUT each candidate asks one set of three questions. Use the same book cover, 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
Charlotte's Web		
Set A	What is the title of the book?	<i>Charlotte's Web</i>
	Who is Charlotte in this book?	<i>She's a spider.</i>
	How much does the book cost?	<i>15 euros, I think.</i>
Set B	Did E. B. Black write the book?	<i>No, it's E. B. White who wrote the book.</i>
	Who is Charlotte's friend in the book?	<i>A pig named Wilbur.</i>
	How many characters does the book have?	<i>Three. Fern, a little girl, Charlotte the spider and her friend Wilbur the pig.</i>
Harry Potter and the Philosopher's Stone		
Set A	What is the title of the book?	<i>Harry Potter and the Philosopher's Stone.</i>
	Is the book for very young children?	<i>Yes, it's for all ages.</i>
	Where does Harry Potter study magic?	<i>At the Hogwarts School of Witchcraft and Wizardry.</i>
Set B	What is the name of the hero of the book?	<i>Harry Potter.</i>
	Is the book 100 pages long?	<i>No, it's much longer than that. It's 368 pages long.</i>
	How much does the book cost?	<i>It costs 22 euros.</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 listed below (in order of priority).
...if the candidate is very hesitant, pauses for too long?	<ol style="list-style-type: none"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Repeat the task instructions more slowly.</li> </ol>
....if the candidate is very nervous/ tense and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember.</li> <li>3. Try breaking down the question into more simple questions without paraphrasing or altering the original question.</li> <li>4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer ( <i>for activities 2 and 3</i> )?	<ol style="list-style-type: none"> <li>1. Repeat the question/ task more slowly.</li> <li>2. If no response is forthcoming, move on to the next question/ task.</li> </ol>
...in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	<ol style="list-style-type: none"> <li>1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.</li> </ol>
... 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"> <li>1. Do not show surprise. If the question is semantically appropriate, we consider it as a correct response. Continue by providing the answer.</li> </ol>

### 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 Talk about photos	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 Give/Ask for info	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 - 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</i> , <i>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</i> , <i>but</i> , <i>because</i> ). Hesitations and reformulations are common and do not disrupt coherence.	
1= Unsatisfactory (FOR A1)	2= Partly unsatisfactory FOR A1	3= Moderately satisfactory (FOR A1)	4= Satisfactory ( (FOR A2)	5= Fully satisfactory (FOR A2)

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**