

# 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**

**2026 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 do you usually do when you get home from school?	16. Do you prefer spending time alone or with friends? Why?
2. How many brothers or sisters do you have?	17. Tell us about a member of your family you like a lot.
3. What do you usually have for breakfast?	18. Why do you think it's important to eat healthy food?
4. When is your birthday? How do you usually celebrate it?	19. What is the best present you have ever received? Why was it special?
5. What do you usually do with your friends on Saturdays? Where do you go?	20. If you could have any animal as a pet, which one would you choose? Why?
<b>My environment</b>	
6. Is your house big or small? Do you like it?	21. What is your favourite thing in your living room? Why?
7. Do you live in a house or an apartment? How many rooms does it have?	22. Tell us what you see from your bedroom or your living room window.
8. Are there many shops in your neighbourhood?	23. What do you like most about the area where you live?
9. Which room do you use the most at home?	24. Is it better to live in a big city or a small village? Why?
<b>School, work &amp; leisure</b>	
10. What is your favourite school subject?	25. What do you like to do with your friends?
11. How do you go to school every morning?	26. Tell us about a school trip that you enjoyed.
12. Do you, your family or friends play any musical instruments or sing?	27. What job would you like to do in the future? Why?
13. What do you like to do at the weekend?	28. Do you prefer watching movies at home or at the cinema? Why?
14. Do you like reading books? What was the last book you read?	29. Where would you like to go on holiday this summer? Why?
15. What sports do you play with your friends?	30. Is it important for people to learn English? Why?

## 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

## WHAT'S THE WEATHER LIKE? (p. 5)

### TASK 1.1

#### A1 questions

- a) Look at photo 1. Where are these people? What are they doing?
- a) Look at photo 2. How many people can you see? What are they doing?

#### A2 questions

- b) Look at photo 4. What can you see in this photo?
- c) Look at photo 2 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 wearing?
- e) Look at photo 3. What's the weather like in this photo?

#### A2 questions

- f) Look at photo 3 again. Where do you think this girl is? What is she doing?
- 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.

## TECHNOLOGY (p. 6)

### TASK 2.1

#### A1 questions

- a) Look at photo 5. Who do you think this woman is? What is she 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 5 again. What do you think this woman is doing? Why do you think so?

### TASK 2.2

#### A1 questions

- e) Look at photo 6. How many people can you see in this photo? What are they wearing?
- 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. Do you think the people in this photo are having a good time? 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.

## TRANSPORT AND TRAVEL (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 11. Where do you think these people are? What are they doing?
- f) Look at photo 12. Where do you think this woman is? What is she doing?

#### A2 questions

- g) Look at photo 12 again. How do you think the woman in this photo 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.

## IS IT HEALTHY? (p. 8)

### TASK 4.1

#### A1 questions

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

#### A2 questions

- c) Look at photo 15. What can you see in this photo?
- d) Look at photo 14 again. Do you think the people in this photo enjoy what they are doing? Why do you think so?

### TASK 4.2

#### A1 questions

- e) Look at photo 15. Who do you think these women are? What are they doing?
- f) Look at photo 16. How many people can you see in this photo? What are they doing?

#### A2 questions

- g) Look at photo 15 again. How do you think the women in the photo are feeling? Why do you think so?
- h) Look at photos 14 and 16 and compare them.

## 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 texts, 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****ARTS AND CRAFTS (p. 9)****A1 level tasks****Task 1.1**Look at poster 1 (Painting lessons).

- a) What can you see in this poster?  
 b) Do you like to draw or paint in your free time? Why or why not?

**Task 1.2**Look at poster 2 (Kids Photography Club).

- a) What can you see in this poster?  
 b) Do you like taking photos of your friends or your family? Why or why not?

**A2 level tasks**

**ATTENTION:** There are two sets of questions for each poster, BUT each candidate is given 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 s/he can see the information you are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
<b>Painting lessons</b>		
Set A	When do they offer painting lessons?	<i>On Saturdays 6 &amp; 13 June.</i>
	What time do the painting lessons start?	<i>At 11:00 in the morning.</i>
	How can/do I get more information?	<i>You can visit the website: <a href="http://www.paintwork.com">www. paintwork.com</a></i>
Set B	Where do they offer painting lessons?	<i>At Green Park.</i>
	How much do the painting lessons cost?	<i>It's only 10 euros per person.</i>
	What is the phone number?	<i>It's 96868075.</i>
<b>Kids Photography Club</b>		
Set A	When does this workshop take place?	<i>It's on 14-17 July.</i>
	Where will/do we meet?	<i>At St. Mary's Road</i>
	Is the workshop for teenagers?	<i>No, it isn't. It's for younger kids.</i>
Set B	How much does the workshop cost?	<i>It's 20 euros per person.</i>
	What time does the workshop start and finish?	<i>It's from 10:00 to 1:00 pm</i>
	Who will /can give me more information?	<i>Max at <a href="mailto:Max@gmail.com">Max@gmail.com</a>.</i>

**FUN RUN (p. 10)****A1 level tasks****Task 2.1**Look at poster 3 (Summer Fun Run).

- a) Look at the people in the poster. What are they doing?  
 b) Do you walk a lot every day? Why or why not?

**Task 2.2**Look at poster 4 (Color Run).

- a) Why are the people in the poster running?  
 b) Do you like to run in races? Why or why not?



## A2 level tasks

**ATTENTION:** There are two sets of questions for each poster, BUT each candidate is given 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 s/he can see the information you are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Summer Fun Run		
Set A	What time does the race begin?	<i>At 10:00 in the morning.</i>
	Is there a prize for winners?	<i>Yes, prizes are given to the first three winners.</i>
	Where does the race start?	<i>At Downton Park.</i>
Set B	When is the race?	<i>On Saturday, June 13th.</i>
	How much is the ticket for teenagers?	<i>It's 15 euros.</i>
	How can I/you find information about the race?	<i>You can contact Jonathan at 555-1234</i>
Color Run		
Set A	When is Color Run?	<i>It's on September 12.</i>
	Where does the race take place?	<i>At Summerville Park.</i>
	How much does the ticket for children cost?	<i>10 euros</i>
Set B	What time does the race start?	<i>At 9:00 in the morning.</i>
	Do we have to / Will we pay for drinks?	<i>No, they are free.</i>
	How can I/you get more information about the race?	<i>Through the website <a href="http://www.summervillepark.com">www.summervillepark.com</a>.</i>

## HELP THE PLANET! (p. 11)

### A1 level tasks

#### Task 3.1

Look at poster 5 (Beach Clean-up Program).

- a) What can you do in this event?
- b) Are you interested in this event? Why or why not?

#### Task 3.2

Look at poster 6 (School Recycling Day).

- a) How many recycling bins are in the poster?
- b) Do you want to take part in this event? Why or why not?

**A2 level tasks**

**ATTENTION:** There are two sets of questions for each poster, BUT each candidate is given 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 s/he can see the information you are providing*).

CANDIDATE QUESTIONS		EXAMINER ANSWERS
<b>Beach Clean-up Program</b>		
Set A	Which beach will we visit?	<i>Bournemouth Beach.</i>
	What time does the clean-up start?	<i>At 9:00 in the morning.</i>
	Is there any music at the event?	<i>Yes, there is.</i>
Set B	When is the event?	<i>On Sunday, 7<sup>th</sup> June.</i>
	Are drinks free?	<i>Yes, they are.</i>
	How can I/you get more information about the race?	<i>Visit the website <a href="http://www.beachcleanup.com">www.beachcleanup.com</a>.</i>
<b>School Recycling Day</b>		
Set A	Where is the event?	<i>At the School Playground.</i>
	What can/do we bring?	<i>Paper, plastic and glass.</i>
	What is the prize for the best class?	<i>A pizza party.</i>
Set B	What time does the event start?	<i>It starts at 9.00 a.m.</i>
	Who can give me information?	<i>Ms Smith in the Science Lab.</i>
	Is the event in May?	<i>No, it's in June.</i>

**JUNIORS SPORTS CAMP (p. 12)****A1 level tasks****Task 4.1**

Look at poster 7 (**Basketball Summer Camp 2026**).

- What can you do at this event?
- Do you want to go to this event? Why or why not?

**Task 4.2**

Look at poster 8 (**Splashfest**).

- What can you do at this event?
- Do you want to go to this event? Why or why not?

## A2 level tasks

**ATTENTION:** There are two sets of questions for each book cover, BUT each candidate is given 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 s/he can see the information you are providing*).

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
<b>Basketball Summer Camp 2026</b>		
Set A	Where is the sports camp?	<i>At the Sports Centre.</i>
	How much do members pay?	<i>50 euros.</i>
	What do winners get?	<i>Winners get medals.</i>
Set B	What time will we be there?	<i>From 5:00 to 7:00 pm.</i>
	What is Mr. Mike's phone number?	<i>It's 016- 6031616.</i>
	How can/do I get more information about the camp?	<i>Scan the QR code!</i>
<b>Splashfest</b>		
Set A	Where does Splashfest take place?	<i>At Darwin Waterfront.</i>
	Do I/we need to buy a ticket?	<i>No, it's a free family event.</i>
	What time does the event start?	<i>At 9 in the morning.</i>
Set B	When is the event?	<i>On Sunday 5<sup>th</sup> July.</i>
	What else can children do there?	<i>They can take part in competitions and do face painting.</i>
	How can/do I get more information about the event?	<i>You can follow them on Facebook @SplashfestNT</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 s/he 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 s/he 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 simpler 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?	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? *	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	
<b>ACTIVITY 1</b> 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.	
<b>ACTIVITY 2</b> 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.	
<b>ACTIVITY 3</b> 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	
<b>Pronunciation and intonation</b>	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.	
<b>Lexical range - appropriacy of linguistic choices</b>	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.	
<b>Grammatical accuracy</b>	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.	
<b>Fluency</b>	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.	
<b>Communication strategies</b>	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.	
<b>Cohesion and coherence</b>	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.	
<b>1= Unsatisfactory</b> (FOR A1)	<b>2= Partly unsatisfactory</b> FOR A1	<b>3= Moderately satisfactory</b> (FOR A1)	<b>4= Satisfactory</b> ( (FOR A2)	<b>5= Fully satisfactory</b> (FOR A2)

## ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ