



GREEK

0543/03

Paper 3 Speaking and Listening Role Play Booklets One – Nine

For Examination from 2011

SPECIMEN TEACHERS' NOTES

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Each candidate's Speaking and Listening Examination must consist of the following **three** parts:

Part One of the examination is two role plays, one Speaking role play and one Listening role play. The role play situations are set out on pages 15–26 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by CIE in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situation for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

Part Two of the examination starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the examination should last **about five minutes** in total.

Part Three of the examination is a spontaneous conversation of a more general nature and should last **about five minutes**.

In the interests of candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

Both role plays and conversations should be marked by the Centre according to the instructions, and a sample recorded for external moderation.

This document consists of **26** printed pages.



Each candidate role play booklet contains two role plays. Role Play A assesses speaking skills and Role Play B assesses listening skills. The list below gives details of the pages on which the role plays appear in this booklet.

CARD ONE	A	Page 15
	B	Page 18
CARD TWO	A	Page 15
	B	Page 21
CARD THREE	A	Page 15
	B	Page 24
CARD FOUR	A	Page 16
	B	Page 18
CARD FIVE	A	Page 16
	B	Page 21
CARD SIX	A	Page 16
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CARD EIGHT	A	Page 17
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CARD NINE	A	Page 17
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ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking and listening examination takes place before the main examination period: between 1 March and 30 April for the June examination. Each Centre decides on a convenient period within these dates for its speaking and listening examinations.

It is important that dates given for the completion of the speaking and listening examination and the despatch of recordings and mark sheets to CIE (see paragraph 6) are adhered to in order to allow sufficient time for moderation.

- 2 Each Centre selects its own teacher/Examiner to conduct and assess the speaking and listening examination for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. CIE is not responsible for any fees agreed.

In the interests of standardisation there will be only one teacher/Examiner per Centre.

Where a Centre wishes to use additional teacher/examiners because it has a large number of candidates, permission to do so **must** be sought from the IGCSE Languages Group at CIE before the start of each speaking and listening examination period. If permission is given to use more than one teacher/Examiner, internal moderation must take place at the Centre to ensure that all candidates are marked to the same standard. The sample the Centre submits to CIE should include the work of each teacher/Examiner and a Speaking and Listening Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

- 3 Confidential test materials (Teachers' Notes Booklet and Role Play Booklets) are despatched approximately two to three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/Examiner before conducting his/her first speaking and listening examination. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, the tests must be completed as soon as is realistically possible. Once the Centre has completed its speaking and listening examinations, the materials remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
- 4 In order to allow CIE to check accurately the standard of assessment, each teacher/Examiner must record and send to CIE a sample from each Centre at which he or she examines:

- **Centres entering 1–16 candidates** must send the recordings of all candidates.

- **Centres entering 17 or more candidates** must send:

(i) the recordings of the first 10 candidates according to candidate number

and

(ii) the recordings of 6 candidates across the ability range, e.g. 2 good, 2 middling, 2 weak. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

NB. Centres entering 17 or more candidates must send a total of 16 recordings: the category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, CIE accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 8). The recording must be sent to CIE together with the Moderator copy of the completed MS1 mark sheet and a copy of the completed Speaking and Listening Examination Working Mark Sheet (see paragraphs 5 and 6).

5 Two types of mark sheet are provided:

- (a) The **Speaking and Listening Examination Working Mark Sheet** is provided in the syllabus and is a working document to be completed **during** each candidate's speaking and listening examination. Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the examination must be entered in detail as specified in the Marking Instructions. All additions must be carefully checked.
- (b) The total marks should then be transferred to the computer-printed **Internal Assessment Mark Sheet (MS1)**.

6 Despatch and return of mark sheets and recorded sample:

- (a) Mark sheets and recordings are to be returned to CIE once all the speaking and listening examinations have been completed. **The deadline for receipt by CIE of these items is 15 May for the June examination.** Do not wait until the end of the assessment period before despatching them.
- (b) (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.
- (ii) The Moderator copy of the completed Internal Assessment Mark Sheet (MS1), a copy of the completed Speaking and Listening Examination Working Mark Sheet and the recorded sample must be sent, to reach CIE by no later than 15 May for the June examination.
- (c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the examination:

- (a) Centres should ensure well in advance of the speaking and listening examination that a suitably quiet – and, if possible, small – room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential that unnecessary background noise should be excluded.
- (b) Examination conditions must prevail in the area where the examination takes place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter.
- (c) Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.
- (d) Requests for special consideration for candidates with specific problems must be made on Special Consideration forms.
- (e) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/Examiner or an Officer from CIE. Should

it be necessary for a second teacher/Examiner to be present during the examination, only one teacher/Examiner must conduct each examination.

- (f) The teacher/Examiner should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.
- (g) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room, and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as 'very good', which candidates may interpret as a comment on performance, should be avoided.
- (h) Teacher/Examiners must not smoke in the interview room or in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary.
- (i) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should **never correct a candidate**.

8 Recording of candidates:

The Centre is responsible for supplying recording equipment (e.g. cassette recorder and microphone) and cassettes/CDs of as high a standard as possible. **Cassettes/CDs will not be supplied by CIE.** In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate the microphone should be placed even nearer to the candidate before the start of the examination.

Moderation samples must be recorded at normal speed onto either C90 audiocassettes or standard format CDs. Mini cassettes and CDs must not be used. Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.

If C90 cassettes are used, these are 45 minutes per side and one tape should be sufficient for 6 speaking and listening examinations, 3 on each side. A CD will record approximately 700 minutes of sound/40 candidates.

The recording must not be stopped once a candidate's examination has started.

Each cassette/CD must be introduced **by the teacher/Examiner**, as follows:

- 'Cassette/CD number
- Centre number *e.g. GR 215*
- Centre name *e.g. King's College, Athens*
- Examination number *0543*
- Examination name *IGCSE Greek*
- Name of Examiner *e.g. Mr R Peters*
- Date *e.g. March 2nd 2011'*

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate number *e.g. 047*
Candidate name *e.g. Jane Williams*
Role Play Booklet *e.g. Number 4*'

After the last recording on side A of a cassette the teacher/Examiner must announce 'No more recordings on this side. Recording continues on side B'. Cassettes must be wound on to the end before turning over or starting a new cassette.

After the last candidate on each cassette/CD, the teacher/examiner must announce 'end of cassette/CD no. ...'; and after the last candidate on the last cassette/CD 'end of examination'.

Cassettes

Each cassette box must be clearly labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Labels are provided by CIE for this purpose. In addition each cassette must be labelled with syllabus/component number and Centre number.

CDs

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and Centre number. CD friendly marker pens must be used to label CDs as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

- Centre number_candidate number_syllabus number_component number.

Before cassettes/CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes must then be rewound to the start of side 1.

If for any reason the cassette/CD has failed to record or there are problems with the audibility of the recordings, the Centre must contact CIE Customer Services immediately to seek advice.

STRUCTURE OF THE EXAMINATION

Tests 1 and 2: Role Plays (about 5 minutes) 30 marks

- (a) A number of alternative role play booklets are supplied by CIE, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one booklet containing two role play situations (Role Play A and Role Play B). Role Play A (Speaking) consists of five tasks (numbered 1–5 in the role play booklet). Role Play B (Listening) consists of up to ten tasks. Candidates must be examined in both role play situations in the booklet they have been given and must complete all the tasks specified in their booklet. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different booklet to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They must take the role play booklet they have prepared into the examination room and must hand this to the teacher/Examiner once the examination is over so that the teacher/Examiner can mark the responses on Role Play B. Please ensure that each candidate writes their Centre number, candidate number and name on the front of their booklet before handing it in.

Teacher/Examiners should note that although the timing for the role plays is given as 5 minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

Test 1: Role Play A

- (b) The role of the teacher/Examiner is specified on pages 15–17 of this booklet. Usually, the teacher/Examiner has to initiate the dialogue. The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language.

Teacher/Examiners are asked to prepare the Role Play A situations carefully so that the candidate's tasks follow on naturally from the teacher/Examiner's cue. Teacher/Examiners must ensure that they play their role as prescribed by CIE in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks.

- (c) Unless there are exceptional circumstances (e.g. speech impediments), each situation should be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/Examiner should not leave too long a pause but should lead the candidate on to the next task.
- (d) Should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate fails to complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that candidates are always allowed to work for their marks: no credit can be given if the teacher/Examiner supplies the answer and the candidate merely repeats it.

For mark scheme, see Table A of the Marking Instructions.

Test 2: Role Play B

- (e) The role of the teacher/Examiner is specified on pages 18–26 of this booklet. Usually, the candidate has to initiate the dialogue and must ask the teacher/Examiner the questions provided in the Role Play Booklet. After listening to the teacher/Examiner's response to each question, the candidate must tick the appropriate box(es) or complete the notes provided in the Role Play Booklet.

- (f) The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language. Teacher/Examiners must ensure that they respond to the candidate's questions as prescribed by CIE in order that all candidates are given equal opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks.

As in Role Play A, should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted.

- (g) There are 5 marks available for Listening/Comprehension (see Table B) and each candidate's mark should be noted on the Speaking and Listening Examination Working Mark Sheet **during** the examination.

Once all the speaking and listening examinations have been completed, the teacher/Examiner should mark each candidate's written responses to the Role Play B tasks. The mark schemes are provided in Table C. The mark out of 10 should be noted on the front of the role play booklet before being transferred to the Speaking and Listening Examination Working Mark Sheet. **All** role play booklets must be forwarded to CIE together with the recorded sample.

For mark schemes, see Table B and Table C of the Marking Instructions.

Test 3: Topic Presentation/Conversation (about 5 minutes) 30 marks

This part of the examination starts with a one to two minute presentation by the candidate on a topic of their choice which they will have prepared in advance, though it should not be pre-learnt. The teacher/Examiner will follow up the presentation with specific questions on the topic bringing the total time for the Topic Presentation and Topic Conversation to approximately 5 minutes.

Candidates should be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics as these can often preempt the General Conversation section.

The teacher/Examiner must allow the candidate to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing their Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

The teacher/Examiner must try to lead the candidate into using a variety of tenses, as candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about...etc).

Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.

For mark scheme, see Table D of the Marking Instructions.

Test 4: General Conversation (about 5 minutes) 30 marks

- (a) The teacher/Examiner should normally allow the stipulated length of time for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that candidates are given every opportunity to do themselves justice.
- (b) The discussion of the topic will have paved the way for the general conversation. The teacher/Examiner should start out from any point of interest noted earlier, or ask general questions relating to the candidate's everyday life, school (subjects, number of periods, times, games, etc), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this.

The teacher/Examiner should aim to cover **at least two or three** of the Defined Content Topics in this section of the examination (these are listed in the Curriculum Content section of the syllabus booklet). Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth. Care should be taken to avoid questions which might cause embarrassment, e.g. where a candidate has only one parent. (Centres are requested to supply such information to the teacher/Examiner in advance.)

As in the Topic Conversation, the teacher/Examiner must try to lead the candidate into using a variety of tenses (themes could be visits to other countries, plans for the future, etc) and he or she can then be extended as far as possible. Candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table D of the Marking Instructions).

- (c) Candidates are expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. However, teacher/Examiners should avoid questions inviting answers of simply 'yes' or 'no' by using a variety of interrogatives, e.g. when? how? why? how many? how long? with whom? with what? etc.
- (d) Questions should be adjusted to the candidate's ability. Candidates should be prompted and encouraged where necessary and long silences should be avoided. However, a candidate should not be interrupted unless it is clear that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.
- (e) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.
- (f) The teacher/Examiner must avoid talking too much themselves and limiting the amount of time available to the candidate to show what they can do. The onus is on the candidate to show that he or she can converse adequately in the language, but at the same time it is up to the teacher/Examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

For mark scheme, see Table D of the Marking Instructions.

Listening/Comprehension 10 marks

At the end of the examination, based on the candidate's overall performance in the Topic and General Conversation sections, the teacher/Examiner awards **one** mark out of 10 for Listening/Comprehension.

For mark scheme, see Table E of the Marking Instructions.

MARKING INSTRUCTIONS

Use the Speaking and Listening Examination Working Mark Sheet (provided in the syllabus booklet).

Test 1 Role Play A (Speaking). 15 marks. Use Table A.

Enter the mark for each task in the five columns 1–5 of the Speaking and Listening Examination Working Mark Sheet.

Test 2 Role Play B (Listening). 15 marks. Use Table B and Table C.

- (i) Enter the mark (maximum 5) for Listening/Comprehension (Table B) in column 6.
- (ii) Enter the mark (maximum 10) for the written responses (Table C) in column 12 once all the speaking and listening examinations have been completed.

Test 3 Topic Presentation/Conversation. 30 marks. Use Table D.

- (i) A mark out of 15 on Scale (a) Responsiveness.
Enter the mark in column 7.
- (ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 8.

Test 4 General Conversation. 30 marks. Use Table D.

Mark as for Test 2 using Table D.
Enter marks out of 15 in columns 9 and 10.

Listening/Comprehension. 10 marks. Use Table E.

Enter the mark (maximum 10) in column 11.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double check the addition as even small errors create problems.

Marking: General Principles

- 1 Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.
- 2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.
- 3 Above all else, teacher/Examiners should **be consistent in their marking**. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

TABLE A – Test 1: Role Play A (Speaking) (15 Marks)

In this part of the examination the teacher/Examiner plays the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

The role play tests the ability of the candidates to communicate needs, information, requests, etc, in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the five tasks to be performed in the role play will be assessed on the scale below.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

NB 1 If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated

1 = partial communication

2 = all points communicated – but with some linguistic inaccuracies – meaning clear

3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

Test 2: Role Play B (Listening) (15 marks)**TABLE B: Listening/Comprehension (5 marks)**

One mark out of 5 is awarded for the candidate's overall performance on Role Play B using the scale below:

Category		Mark
Outstanding	No problems of comprehension.	5
Very good	Few problems of comprehension. Generally understands responses first time but may require occasional repeating/re-phrasing.	4
Satisfactory	Some problems of comprehension and needs some repeating/re-phrasing.	3
Weak	Has general difficulty in understanding and needs frequent repeating/re-phrasing of responses.	2
Poor	Severe problems of comprehension.	0–1

TABLE C: Responses to questions (10 marks)

Question no.	Role Plays 1, 4, 7	Role Plays 2, 5, 8	Role Plays 3, 6, 9
1	A	A	A
2	28, 6	14, 5	19, 7
3	B	A	C
4	A, E	C, F	B, D
5	A	B	C
6 (a)	B	C	A
6 (b)	C	A	B
7	2 83 66	10 6 49	3 77 35

TABLE D – Tests 3 and 4: Topic Presentation/Conversation and General Conversation (2 x 30 marks)

Each of Tests 3 and 4 is marked on two scales:

Scale (a) Responsiveness. This assesses the candidate's response in terms of immediacy of reaction/response, fluency of response, presentation of material in the topic.

Scale (b) Linguistic content. This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

Category		Mark
Outstanding	(a) A spontaneous interchange between candidate and Examiner. Responds confidently to all question types. Fluent. Not necessarily of native speaker standard. (b) Very accurate use of structures, vocabulary and idiom with occasional errors in more complex language. Not necessarily of native speaker standard.	14–15
Very good	(a) Can respond satisfactorily to both straightforward and unexpected questions. (b) Wide range of mostly accurate structures, vocabulary and idiom.	12–13
Good	(a) Has no difficulty responding to straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased. (b) Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	(a) Responds satisfactorily to straightforward questions but has difficulty responding to some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation. (b) Adequate range of structures and vocabulary. Can convey past and future meaning ; some ambiguity.	7–9
Weak	(a) Has difficulty responding to even straightforward questions, but still attempts an answer. (b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4–6
Poor	(a) Has great difficulty in replying to the questions. (b) Shows very limited range of structures and vocabulary.	0–3

TABLE E – Tests 3 and 4: Topic Presentation and General Conversation (1 x 10 marks)**Listening/Comprehension (10 marks)**

One mark out of 10 is awarded for each candidate's overall performance in the Topic Conversation **and** the General Conversation.

Category		Mark
Outstanding	No problems of comprehension. A spontaneous interchange between candidate and Examiner.	9–10
Very good	Generally understands questions first time, but may require occasional re-phrasing.	7–8
Good/Satisfactory	Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing.	5–6
Weak	Has difficulty even with straightforward questions and needs frequent repeating/re-phrasing of responses.	3–4
Poor	Frequently fails to understand the questions.	0–2

For Role Play Cards One, Two, Three. Role Play A (Speaking)

A

Υποψήφιος/α: ο εαυτός σου
Εξεταστής/στρια: ο φίλος / η φίλη σου

Γιορτάζεις τα γενέθλιά σου και οργανώνεις ένα πάρτι. Τηλεφωνάς σε ένα φίλο / μια φίλη σου για να τον / την καλέσεις.

E Απαντάς στο τηλέφωνο. Πες «Παρακαλώ;»

Υ Χαιρέτισε το φίλο / τη φίλη σου, πες ποιος είσαι και εξήγησε για ποιο λόγο τηλεφωνάς.

E Ρώτησέ τον / την πότε θα γίνει το πάρτι.

Υ Απάντησε αναφέροντας την ημέρα.

E Πες ότι αυτή την ημέρα θα έχεις μια φίλη σου από την Ελλάδα στο σπίτι σου και ρώτησε αν μπορείς να την πάρεις και αυτήν στο πάρτι.

Υ Πρότεινε να τη φέρει κι αυτή στο πάρτι.

E Πες «Εντάξει» και ρώτησε πού και τι ώρα θα αρχίσει το πάρτι.

Υ Απάντησε δίνοντας το μέρος που θα γίνει το πάρτι και την ώρα που θα αρχίσει.

E Ρώτησέ τον / την αν θέλει να πάρεις κάτι, όταν θα πας.

Υ Ρώτησέ τον / την αν μπορεί να φέρει ένα πράγμα (π.χ. μουσική, παιχνίδι).

E Απάντησε θετικά και κλείσε το διάλογο.

For Role Play Cards Four, Five, Six. Role Play A (Speaking)

A

**Υποψήφιος/α: ο εαυτός σου
Εξεταστής/στρια: υπάλληλος εστιατορίου**

Θα πάτε έξω για φαγητό. Τηλεφωνάς σε ένα εστιατόριο για να κρατήσεις ένα τραπέζι για σένα και την οικογένειά σου.

E Πες «Εστιατόριο Αφροδίτη, παρακαλώ;»

Υ Χαιρέτισε τον / την υπάλληλο και πες τι θέλεις.

E Ρώτησε «Για πόσα άτομα;»

Υ Απάντησε δίνοντας τον αριθμό των ατόμων.

E Ρώτησε «Πότε και τι ώρα;»

Υ Απάντησε αναφέροντας ημέρα και ώρα.

E Πες «Εντάξει» και μετά ρώτησε αν προτιμούν τραπέζι μέσα στο εστιατόριο ή έξω στη βεράντα.

Υ Απάντησε αναφέροντας το μέρος που προτιμάς να καθίσεις.

E Ρώτησε «Τίποτα άλλο;»

Υ Απάντησε κάνοντας μια ερώτηση για το εστιατόριο (π.χ. είδη φαγητών; τρόπος πληρωμής;).

E Απάντησε κατάλληλα και κλείσε το διάλογο.

For Role Play Cards Seven, Eight, Nine. Role Play A (Speaking)

A

Υποψήφιος/α: ο εαυτός σου
Εξεταστής/στρια: Έλληνας φίλος / Ελληνίδα φίλη σου

Παίρνεις τηλέφωνο έναν Έλληνα φίλο / μια Ελληνίδα φίλη σου για να τον / την καλέσεις να πάτε μαζί στον κινηματογράφο.

E **Απάντησε στο τηλέφωνο.**

Υ Χαιρέτισε το φίλο / τη φίλη σου και εξήγησε για ποιο λόγο τηλεφωνάς.

E **Πες ότι είναι καλή ιδέα και ρώτησε τον / την πότε θέλει να πάτε.**

Υ Απάντησε δίνοντας ημέρα και ώρα.

E **Ρώτησε τι είδους ταινία θα προτιμούσε να δει.**

Υ Πες τι είδους ταινία θα ήθελες να δεις.

E **Πες ότι μια τέτοια ταινία παίζει στις 5 μ.μ. στο «Αττικόν».**

Υ Ρώτησε μια λεπτομέρεια για τον κινηματογράφο (π.χ. πού; τιμή εισιτηρίου;).

E **Απάντησε κατάλληλα και ρώτησε αν προτιμά να συναντηθείτε στο σπίτι του ή έξω από τον κινηματογράφο.**

Υ Απάντησε αναφέροντας τον τόπο που θέλεις να συναντηθείτε.

E **Πες ότι θα είσαι εκεί και κλείσε το διάλογο.**

For Role Play Cards One, Four, Seven. Role Play B (Listening)

B

Υποψήφιος/α: ο/η υπάλληλος σε γραφείο πληροφοριών
Εξεταστής/τρια: ένας τουρίστας/μια τουρίστρια

Κατά τη διάρκεια των καλοκαιρινών σου διακοπών, δουλεύεις στην Καβάλα, σε ένα γραφείο πληροφοριών για τουρίστες. Ένας τουρίστας/μια τουρίστρια τηλεφωνεί, για να ρωτήσει μερικές πληροφορίες για την επίσκεψή του/της στην πόλη. Απαντάς στο τηλέφωνο και σημειώνεις αυτά που χρειάζεται.

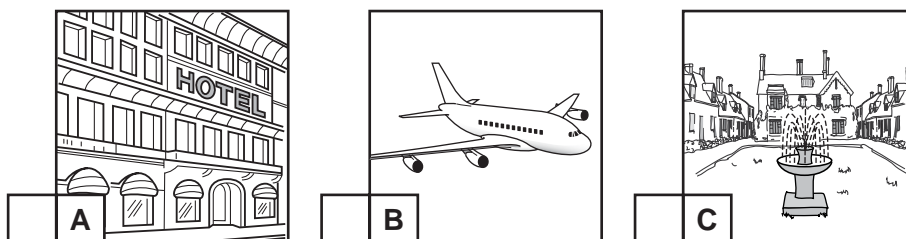
Ρώτησέ τον/την τις πιο κάτω ερωτήσεις. Σημειώσε ✓ στα σωστά κουτιά και κράτησε σημειώσεις.

Εσύ θα αρχίσεις το διάλογο.

Υ Γραφείο τουριστικών πληροφοριών Καβάλας, παρακαλώ;

E Καλημέρα σας. Σκέφτομαι να έρθω στην Καβάλα με την οικογένειά μου και θέλω να κλείσω δωμάτια σε ένα ξενοδοχείο. Μπορείτε να μου δώσετε μερικές πληροφορίες, σας παρακαλώ;

1 Ο τουρίστας θέλει να ζητήσει μερικές πληροφορίες για:



[1]

Υ Ευχαριστώ κυρία/κυρία. Πότε θα έρθετε και πόσες νύκτες θα μείνετε;

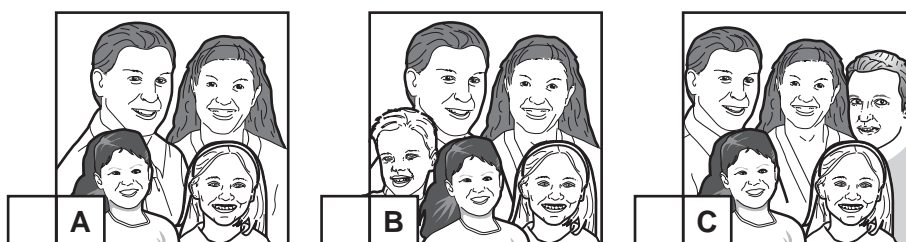
E Φθάνουμε αεροπορικώς στις 28 Αυγούστου και θα μείνουμε για 6 νύκτες.

2 Ο τουρίστας/η τουρίστρια φθάνει στις Αυγούστου και θα μείνει για νύκτες [2]

Υ Πόσα άτομα θα είσαστε;

Ε Είμαστε πέντε όλοι μαζί - 2 ενήλικες και 3 παιδιά.

3

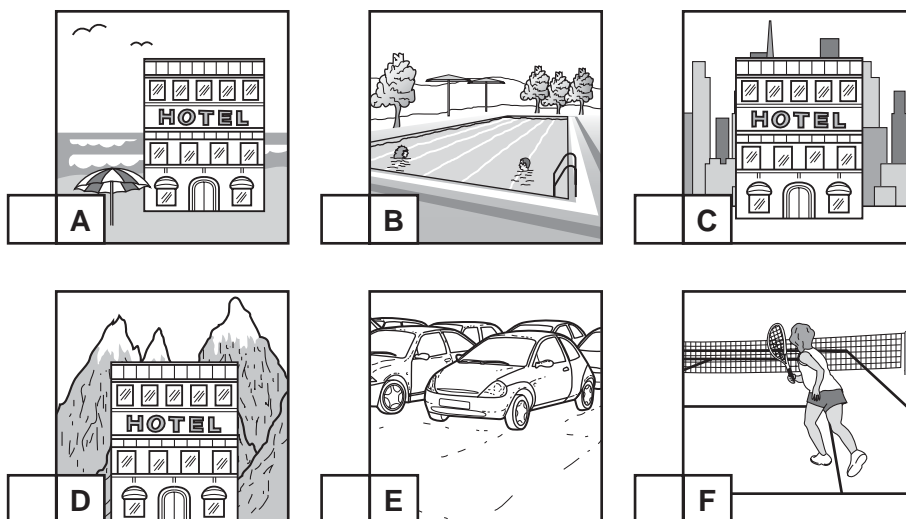


[1]

Υ Υπάρχει μεγάλη ποικιλία ξενοδοχείων στην Καβάλα. Πώς ακριβώς θέλετε να είναι το ξενοδοχείο που θα μείνετε; (Σημείωσε ✓ σε δύο κουτιά)

Ε Θα νοικιάσουμε αυτοκίνητο μόλις φθάσουμε στο αεροδρόμιο και γι' αυτό χρειαζόμαστε ένα ξενοδοχείο με πάρκινγκ. Επίσης θα θέλαμε το ξενοδοχείο μας να είναι κοντά στην παραλία.

4



[2]

Υ Τι γεύματα θα θέλατε να τρώτε στο ξενοδοχείο;

Ε Θα τρώμε μεσημεριανό και βραδινό έξω στην πόλη και γι' αυτό θα παίρνουμε μόνο πρωινό στο ξενοδοχείο.

5

A	<input type="checkbox"/>
---	--------------------------

Πρωινό

B	<input type="checkbox"/>
---	--------------------------

Πρωινό και βραδινό

C	<input type="checkbox"/>
---	--------------------------

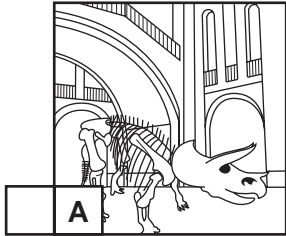
Πρωινό, μεσημεριανό και βραδινό

[1]

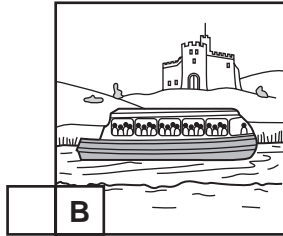
Υ Με τι θα θέλατε να ασχοληθείτε, όσον καιρό θα είσαστε στην πόλη μας;

Ε Ο/Η σύζυγος μου κι εγώ θα θέλαμε να κάνουμε κανένα ταξίδι με καραβάκι, τα παιδιά μας, όμως, προτιμούν το θαλάσσιο σκι.

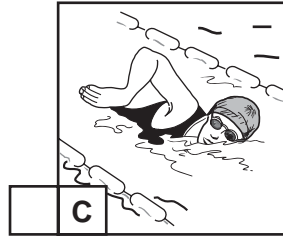
6 (a) Οι ενήλικες θα ήθελαν να:



A



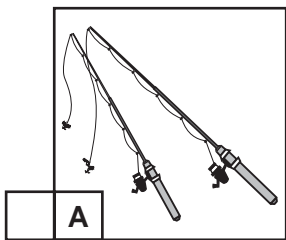
B



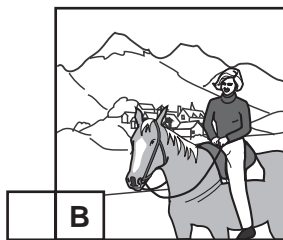
C

[1]

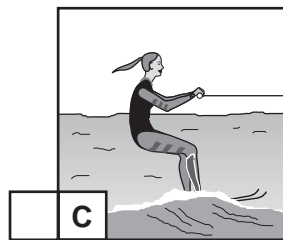
(b) Τα παιδιά θα ήθελαν να:



A



B



C

[1]

Υ Πέστε μου, παρακαλώ, το τηλέφωνό σας και θα επικοινωνήσω μαζί σας για περισσότερες πληροφορίες.

Ε Ο αριθμός τηλεφώνου μου είναι 2 10 - 83 18 3 66.
Ευχαριστώ πολύ για τη βοήθειά σας. Γεια σας.

7 Αριθμός τηλεφώνου:

	1	0	-			1	8	3		
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[1]

For Role Play Cards Two, Five, Eight. Role Play B (Listening)

B

Υποψήφιος/α: ο/η υπάλληλος σε γραφείο πληροφοριών
Εξεταστής/τρια: ένας τουρίστας/μια τουρίστρια

Κατά τη διάρκεια των καλοκαιρινών σου διακοπών, δουλεύεις στην Καβάλα, σε ένα γραφείο πληροφοριών για τουρίστες. Ένας τουρίστας/μια τουρίστρια τηλεφωνεί, για να ρωτήσει μερικές πληροφορίες για την επίσκεψή του/της στην πόλη. Απαντάς στο τηλέφωνο και σημειώνεις αυτά που χρειάζεται.

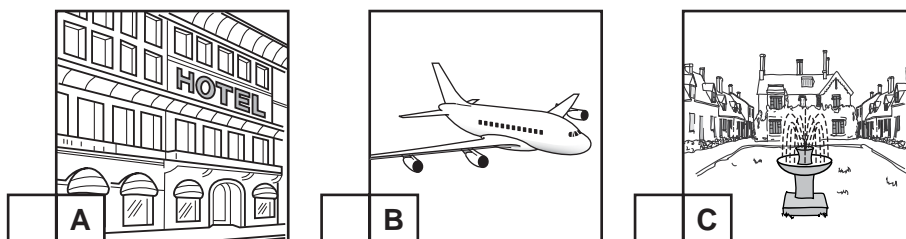
Ρώτησέ τον/την τις πιο κάτω ερωτήσεις. Σημειώσε ✓ στα σωστά κουτιά και κράτησε σημειώσεις.

Εσύ θα αρχίσεις το διάλογο.

Υ Γραφείο τουριστικών πληροφοριών Καβάλας, παρακαλώ;

E Καλημέρα σας. Σκέφτομαι να έρθω στην Καβάλα με την οικογένειά μου και θέλω να κλείσω δωμάτια σε ένα ξενοδοχείο. Μπορείτε να μου δώσετε μερικές πληροφορίες, σας παρακαλώ;

1 Ο τουρίστας θέλει να ζητήσει μερικές πληροφορίες για:



[1]

Υ Ευχαρίστως κύριε/κυρία. Πότε θα έρθετε και πόσες νύκτες θα μείνετε;

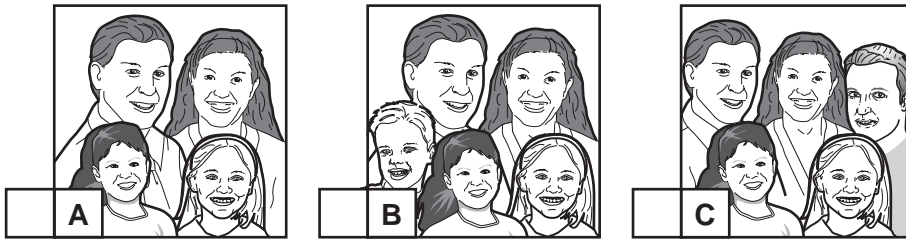
E Φθάνουμε αεροπορικώς στις 14 Αυγούστου και θα μείνουμε για 5 νύκτες.

2 Ο τουρίστας/η τουρίστρια φθάνει στις Αυγούστου και θα μείνει για νύκτες. [2]

Υ Πόσα άτομα θα είσαστε;

Ε Είμαστε τέσσερις όλοι μαζί - 2 ενήλικες και 2 παιδιά.

3

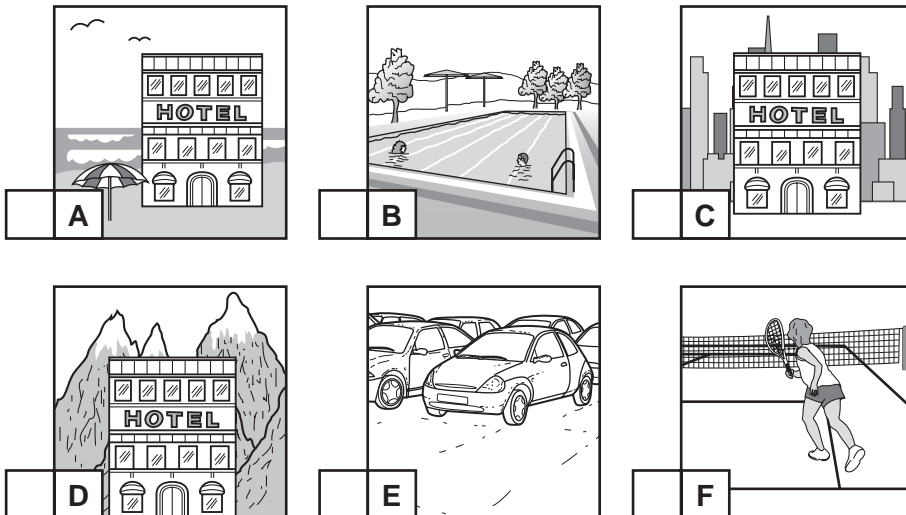


[1]

Υ Υπάρχει μεγάλη ποικιλία ξενοδοχείων στην Καβάλα. Πώς ακριβώς θέλετε να είναι το ξενοδοχείο που θα μείνετε; (Σημείωσε ✓ σε δύο κουτιά)

Ε Σε όλους μας αρέσουν πολύ τα σπορ και γι' αυτό θα θέλαμε ένα ξενοδοχείο με γήπεδο τένις. Επίσης θα προτιμούσαμε να μείνουμε κάπως στο κέντρο της πόλης.

4



[2]

Υ Τι γεύματα θα θέλατε να τρώτε στο ξενοδοχείο;

Ε Το μεσημέρι θα τρώμε έξω στην πόλη, αλλά θα θέλαμε να παίρνουμε πρωινό και βραδινό στο ξενοδοχείο.

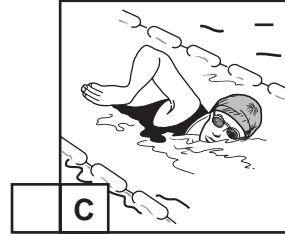
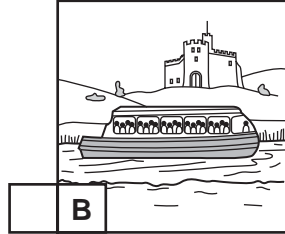
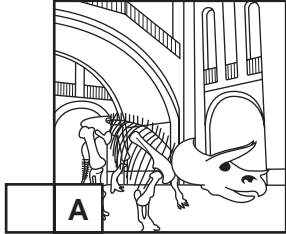
- 5
- | | | |
|---|--------------------------|---------------------------------|
| A | <input type="checkbox"/> | Πρωινό |
| B | <input type="checkbox"/> | Πρωινό και βραδινό |
| C | <input type="checkbox"/> | Πρωινό, μεσημεριανό και βραδινό |

[1]

Υ Με τι θα θέλατε να ασχοληθείτε, όσον καιρό θα είσαστε στην πόλη μας;

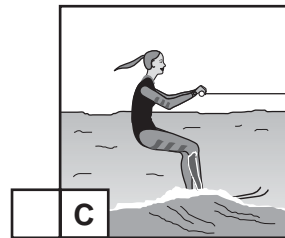
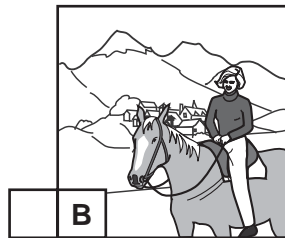
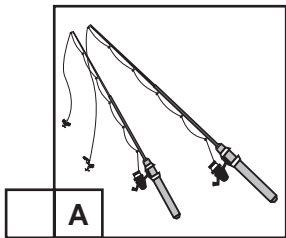
Ε Ο/Η σύζυγος μου κι εγώ αγαπούμε πολύ το κολύμπι, τα παιδιά μας, όμως, προτιμούν το ψάρεμα.

6 (a) Οι ενήλικες θα ήθελαν να:



[1]

(b) Τα παιδιά θα ήθελαν να:



[1]

Υ Πέστε μου, παρακαλώ, το τηλέφωνό σας και θα επικοινωνήσω μαζί σας για περισσότερες πληροφορίες.

Ε Ο αριθμός τηλεφώνου μου είναι 23 10 - 6 31 6 49.
Ευχαριστώ πολύ για τη βοήθειά σας. Γεια σας.

7 Αριθμός τηλεφώνου:

2	3				-			3	1		7			
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[1]

For Role Play Cards Three, Six, Nine. Role Play B (Listening)

B

Υποψήφιος/α: ο/η υπάλληλος σε γραφείο πληροφοριών
Εξεταστής/τρια: ένας τουρίστας/μια τουρίστρια

Κατά τη διάρκεια των καλοκαιρινών σου διακοπών, δουλεύεις στην Καβάλα, σε ένα γραφείο πληροφοριών για τουρίστες. Ένας τουρίστας/μια τουρίστρια τηλεφωνεί, για να ρωτήσει μερικές πληροφορίες για την επίσκεψή του/της στην πόλη. Απαντάς στο τηλέφωνο και σημειώνεις αυτά που χρειάζεται.

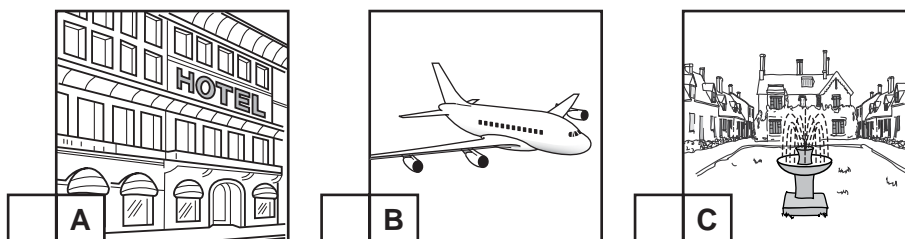
Ρώτησέ τον/την τις πιο κάτω ερωτήσεις. Σημειώσε ✓ στα σωστά κουτιά και κράτησε σημειώσεις.

Εσύ θα αρχίσεις το διάλογο.

Υ Γραφείο τουριστικών πληροφοριών Καβάλας, παρακαλώ;

E Καλημέρα σας. Σκέφτομαι να έρθω στην Καβάλα με την οικογένειά μου και θέλω να κλείσω δωμάτια σε ένα ξενοδοχείο. Μπορείτε να μου δώσετε μερικές πληροφορίες, σας παρακαλώ;

1 Ο τουρίστας θέλει να ζητήσει μερικές πληροφορίες για:



[1]

Υ Ευχαρίστως κύριε/κυρία. Πότε θα έρθετε και πόσες νύκτες θα μείνετε;

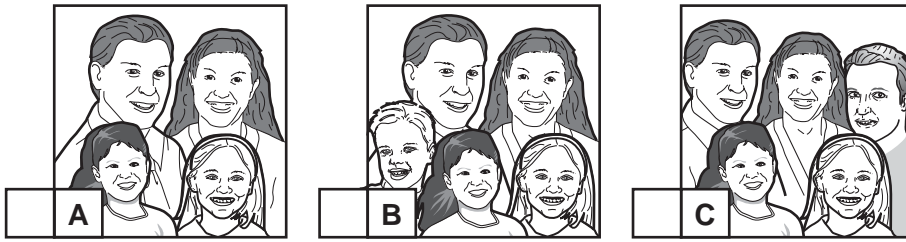
E Φθάνουμε αεροπορικώς στις 19 Αυγούστου και θα μείνουμε για 7 νύκτες.

2 Ο τουρίστας/η τουρίστρια φθάνει στις Αυγούστου και θα μείνει για νύκτες. [2]

Υ Πόσα άτομα θα είσαστε;

Ε Είμαστε πέντε όλοι μαζί - 3 ενήλικες και 2 παιδιά.

3

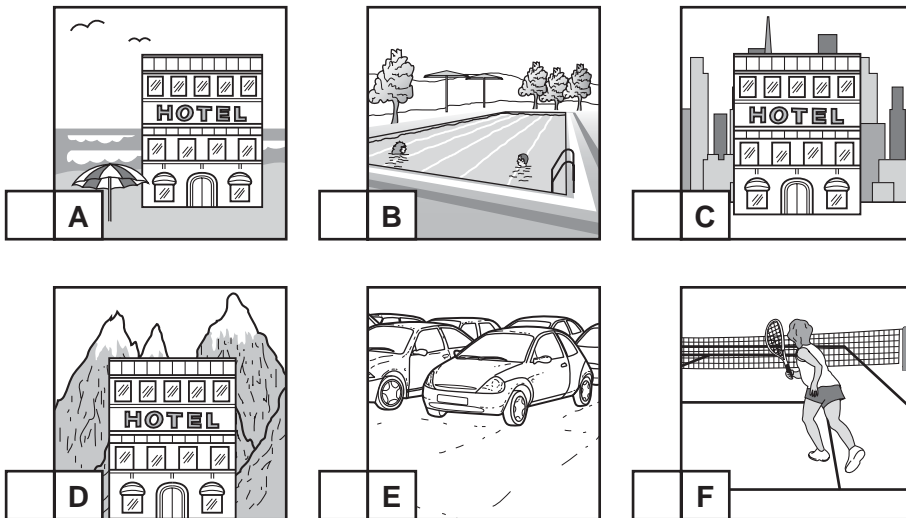


[1]

Υ Υπάρχει μεγάλη ποικιλία ξενοδοχείων στην Καβάλα. Πώς ακριβώς θέλετε να είναι το ξενοδοχείο που θα μείνετε; (Σημείωσε ✓ σε δύο κουτιά)

Ε Μας αρέσει να χαλαρώνουμε κάτω απ' τον ήλιο, γι' αυτό θα προτιμούσαμε, το ξενοδοχείο που θα μείνουμε, να διαθέτει πισίνα. Επίσης θα ήταν καλό να βρίσκεται κοντά στα βουνά.

4



[2]

Υ Τι γεύματα θα θέλατε να τρώτε στο ξενοδοχείο;

Ε Θα θέλαμε να παίρνουμε όλα τα γεύματά μας στο ξενοδοχείο.

5

A Πρωινό

B Πρωινό και βραδινό

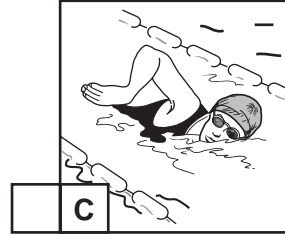
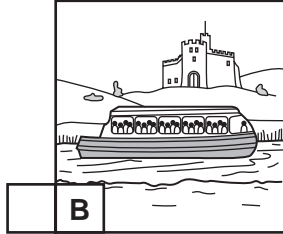
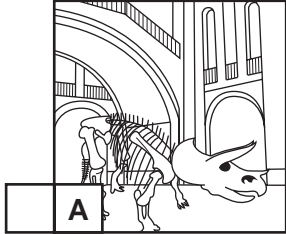
C Πρωινό, μεσημεριανό και βραδινό

[1]

Υ Με τι θα θέλατε να ασχοληθείτε, όσον καιρό θα είσαστε στην πόλη μας;

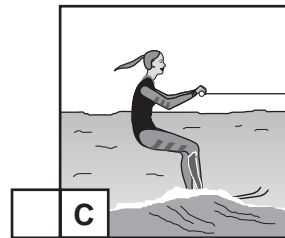
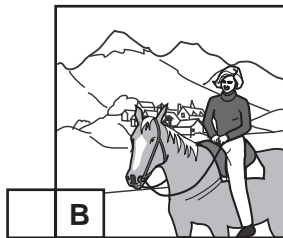
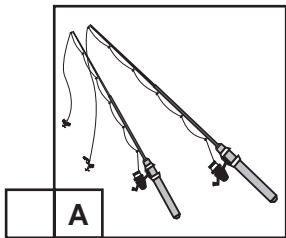
Ε Ο/Η σύζυγος μου κι εγώ θα θέλαμε να επισκεφτούμε κανένα μουσείο, τα παιδιά μας, όμως, λατρεύουν την ιππασία.

6 (a) Οι ενήλικες θα ήθελαν να:



[1]

(b) Τα παιδιά θα ήθελαν να:



[1]

Υ Πέστε μου, παρακαλώ, το τηλέφωνό σας και θα επικοινωνήσω μαζί σας για περισσότερες πληροφορίες.

Ε Ο αριθμός τηλεφώνου μου είναι 28 3 10 - 77 6 35.
Ευχαριστώ πολύ για τη βοήθειά σας. Γεια σας.

7 Αριθμός τηλεφώνου:

2	8		1	0	-			6		
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[1]

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