



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ενότητα 4 - Επίπεδο Α

Εξέταση προφορικού λόγου και προφορικής διαμεσολάβησης
ΦΥΛΛΑΔΙΟ ΕΞΕΤΑΣΤΗ

ΠΡΟΣΟΧΗ

Σας υπενθυμίζουμε ότι η χρήση του πρόχειρου βαθμολογίου, συμπληρωμένο με επιγραμμaticές έστω σημειώσεις για την επίδοση του κάθε υποψηφίου, είναι απαραίτητη.

Το συμπληρωμένο πρόχειρο βαθμολόγιο διευκολύνει, ιδιαίτερα σε περίπτωση ένστασης από υποψήφιους/κηδεμόνες υποψηφίων, να αιτιολογηθεί ο τελικός βαθμός που καταθέσατε στο Έντυπο αξιολόγησης του υποψηφίου, διασφαλίζοντας με αυτόν τον τρόπο την αξιοπιστία της εξέτασης.

Επίσης, μην ξεχάσετε να παραδώσετε τα πρόχειρα βαθμολόγια, μαζί με τα Έντυπα αξιολόγησης, στην Επιτροπή του Εξεταστικού Κέντρου.

Εξεταστική περίοδος 2019Α

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

INTERLOCUTOR FRAME FOR A LEVEL – ACTIVITY 1

Introducing ourselves (about a minute for both candidates) [NOT MARKED]

Examiner: Good morning/ afternoon. Welcome. Can I have your papers, please?
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.)

Activity 1 (5 minutes for both candidates) – Dialogue

Examiner: Ok. Let's start with Activity 1. I will ask each of you some questions, OK?
Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given [below](#) and ask him/her.
Examiner: (When your exchange with the candidate has finished.) Thank you.
Examiner: Now, let's go on with _____ (candidate's B NAME).
Choose TWO A1 and TWO A2 questions (DIFFERENT from the ones you asked candidate A) and ask him/her.
Examiner: (When your exchange with the candidate has finished.) Thank you.

ACTIVITY 1: INTERVIEW (5 minutes for both candidates)

A1 LEVEL QUESTIONS	A2 LEVEL QUESTIONS
Personal information	
1. Who is your best friend? When do you see him/her?	16. When is your name day? What do you do on this day?
2. What time do you usually have lunch?	17. Do you like parties? Why or why not?
3. What do you do when you wake up in the morning?	18. Do you like travelling? Why or why not?
4. What is your favourite food? How often do you eat it?	19. Do you like reading books? Why or why not?
5. What is your favourite day of the week? What do you do on this day?	20. Do you have any pets? Why or why not?
My environment	
6. What can you see from the window of your bedroom?	21. What can people do in the city/town you live in?
7. Where do you usually go for holidays?	22. Which do you prefer? The sea or the mountain? Why?
8. Do your friends live near you? Where do you meet your friends?	23. Do you want to live in a different house from the one you live in now? Why or why not?
9. Which is your favourite place in your house? What do you do there?	24. Do you go to school by car? Why or why not?
School, work & leisure	
10. What do you do when you leave school?	25. Who is your favourite teacher at school? Why?
11. How often do you use the computer? What do you do with it?	26. Do you do your homework alone or with somebody else? Why?
12. What do you usually do before you go to bed?	27. Do you like summer or winter holidays? Why?
13. What do you do in the summer when you don't have school?	28. What did you do last weekend?
14. Do you do any activities after school? What do you do?	29. Do you like dangerous sports like bungee jumping? Why or why not?
15. How often do you watch TV? What do you like to watch?	30. What will you do tonight?

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 STUDY (page 5)****TASK 1.1****A1 questions**

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

A2 questions

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

TASK 1.2**A1 questions**

- e) Look at photo 3. Where do you think this woman is? What is she doing?
- f) Look at photo 4. Who do you think these people are? What are they doing?

A2 questions

- g) Look at photos 1 and 2, and compare them.
- h) Look at photo 4 again. How do you think these students are feeling? Why?

SCHOOL ACTIVITIES (page 6)**TASK 2.1****A1 questions**

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

A2 questions

- c) Look at photo 6. What can you see in this photo?
- d) Look at photos 5 and 7 again. Compare the two photos.

TASK 2.2**A1 questions**

- e) Look at photo 6. How many people are there in this photo? Where are they and what are they doing?
- f) Look at photo 8. Where do you think these children are? What are they doing?

A2 questions

- g) Look at photo 7. How do you think these children are feeling? Why?
- h) Now, we're going to play a game. Choose a photo and describe it. Don't tell me the number. I'll guess which photo you're talking about.

PLAYING WITH ANIMALS (page 7)

TASK 3.1

A1 questions

- a) Look at photo 10. Where is this boy? What is he doing?
- b) Look at photo 11. Who do you think these children are? Where are they?

A2 questions

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

TASK 3.2

A1 questions

- e) Look at photo 9. Where do you think these children are? What are they doing?
- f) Look at photo 12. Where is this boy? What is he doing?

A2 questions

- g) Look at photo 9 again. How are these children feeling? Why?
- h) Look at photos 10 and 12, and compare them.

MY FAMILY (page 8)

TASK 4.1

A1 questions

- a) Look at photo 13. Who do you think these people are? Where are they?
- b) Look at photo 15. Where do you think these people are? What are they doing?

A2 questions

- c) Look at photo 16. What can you see in this photo?
- d) Look photos 13 and 15 again. Which of these activities do you like doing? Why?

TASK 4.2

A1 questions

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

A2 questions

- g) Look at photo 14 again. How are these people feeling? Why?
- h) Now, we're going to play a game. Choose a photo and describe it. Don't tell me the number. I'll guess which photo you're talking about.

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 B's 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 B's NAME).
Have a nice day/ afternoon.

ACTIVITY 3: GIVING AND ASKING FOR INFORMATION

BOOKS (page 9)

A1 level tasks

Task 1.1

Look at text 1 (Charlie and the Chocolate factory).

- What is the title of the book?
- How many pages has this book got?

Task 1.2

Look at text 2 (Wonder).

- What does the boy in the story like?
- Does the boy in the story go to school?

A2 level tasks

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

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Charlie and the Chocolate Factory		
Set A	Who wrote the book?	Roald Dahl.
	When does Charlie's adventure begin?	When he finds one of Mr Willy Wonka's Golden Tickets.
	How much does the book cost?	The book [It } costs 10 euros.
Set B	Who made the pictures for the book?	Quentin Blake.
	What does Charlie win?	A whole day inside the mysterious chocolate factory.
	Where can I find the book?	On the internet (Amazon) and in libraries.
Wonder		
Set A	How many pages has the book got?	315 pages.
	What is the name of the boy?	It's August Pullman.
	Who is the writer of the book?	R.J. Palacio.
Set B	How old is the boy?	He's 10.
	Where can I buy the book?	From the Internet (Amazon).
	What is the cost of the book?	It's 15 euros.

LET'S RECYCLE! (page 10)

A1 level tasks

Task 2.1

Look at poster 3 (Recycle for Hampshire).

- What can we put in the recycling bin?
- Is there a recycling bin near your house or your school? What do you put in it?

Task 2.2

Look at poster 4 (Liverpool – Let's recycle).

- What can you put in the green bin?
- How many bins can you see in the photo? Do you have any bins like these near your house? Which one?

A2 level tasks

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

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Recycle for Hampshire		
Set A	Where can you (do they) recycle?	<i>In Hampshire.</i>
	Can we recycle plastic bottles?	<i>Yes, you can.</i>
	Can we put glass bottles in the bin?	<i>Yes, you can.</i>
Set B	Where are these recycling bins?	<i>They are in Hampshire.</i>
	What should we do with empty food cans?	<i>You only wash them and put them in the bin.</i>
	How can I find more information?	<i>Go to their website: www.recycleforhampshire.org.uk</i>
Liverpool – Let's recycle!		
Set A	Where do we put the newspapers?	<i>In the blue bin.</i>
	How can we get new bins?	<i>For information go to their website: www.liverpool.gov.uk/waste</i>
	What will the winner get?	<i>200 euros.</i>
Set B	What is the name of the competition?	<i>Bin it to win it.</i>
	How can I find more information?	<i>From the website: www.liverpool.gov.uk/waste .</i>
	Can we put plastic bags in the bins?	<i>No, you can't.</i>

SPORTS CENTRES (page 11)

A1 level tasks

Task 3.1

Look at advert 5 (Arena Sports Centre).

- Who can play racket attack?
- For how many days can you have swimming lessons?

Task 3.2

Look at advert 6 (Sport for all).

- Are the sports for children or for adults?
- When does the club close?

A2 level tasks

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

CANDIDATE QUESTIONS		EXAMINER ANSWERS
Arena Sports Centre		
Set A	What is the website of the sports centre?	It's http://www.arenasportscentre.com .
	What time is the racket attack?	It's from 2.30 to 5.30 p.m.
	How much does the climbing taster cost?	7 euros for members and 8.50 for non-members.
Set B	Does the climbing taster start on Monday?	No, it starts on Wednesday.
	When do the swimming courses start?	On Monday, 10 th of June.
	How can I find information about the swimming courses?	You can call the reception desk of the centre.
Sport for All		
Set A	What can children do at the sports club?	They can play sports and do arts and crafts.
	What time do we start?	At 9.00 in the morning.
	How can I find more information?	You can visit the centre website.
Set B	Where is the sports club?	It's in Manchester.
	How much does it cost for 3 days?	25 euros.
	What is the email address of the sports club?	It's info@sportforallmcr.co.uk

COMPETITIONS (page 12)

A1 level tasks

Task 4.1

Look at poster 7 (Village Arts Club).

- What competition is this?
- Is the competition for children or for adults?

Task 4.2

Look at poster 8 (3rd Annual Writing Competition).

- What do students write in this competition?
- Do you like this competition? Why?

A2 level tasks

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

CANDIDATE (expected) QUESTIONS		EXAMINER (possible) ANSWERS
Village Arts Club		
Set A	Where is this competition?	<i>It's in Village Arts Club.</i>
	What time does the competition start?	<i>It starts at 11 a.m.</i>
	Who can give me more information?	<i>Mr Morris.</i>
Set B	When is the competition?	<i>It's on Sunday 9th June.</i>
	What time do they give the prizes?	<i>At 5.00 p.m.</i>
	What is their email address, for information?	<i>It's village.arts@gmail.com</i>
3rd Annual Writing Competition		
Set A	Is the competition every year?	<i>Yes, it is.</i>
	Who can write an essay for the competition?	<i>Students from 8 to 15 years old.</i>
	When does the competition begin?	<i>It begins on 3rd June.</i>
Set B	When does the competition end?	<i>It ends on 15th November.</i>
	Can parents write essays for the competition?	<i>No. Only children can take part in the competition.</i>
	What will you win?	<i>Books and prizes.</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"> 1. Repeat the candidate's last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you would like to add...?). 3. Repeat the task instructions more slowly.
....if the candidate is very nervous/ tense and has difficulty in speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember. 3. Try breaking down the question into more simple questions without paraphrasing or altering the original question. 4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.
...if the candidate draws a blank and seems unable to answer (<i>for activities 2 and 3</i>)?	<ol style="list-style-type: none"> 1. Repeat the question/ task more slowly. 2. If no response is forthcoming, move on to the next question/ task.
...in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	<ol style="list-style-type: none"> 1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.
... in activity 3, A2 level, the candidate does not use all of the given question prompts but asks a question with a similar meaning to the one expected? *	<ol style="list-style-type: none"> 1. Do not show surprise. If the question is semantically appropriate we consider it as a correct response. Continue by providing the answer.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

* Accept variability of response as long as it is communicatively effective. For example, if the prompt in the yellow box contains the words: how much/ticket/cost, the expected question is 'How much does the ticket cost?' However, if the candidate produces the question "how much is the ticket?" this question is of equal communicative value to the original expected question and is therefore considered correct.

A LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Interview	Barely responds to the questions, gives wrong or irrelevant answers or no answer at all.	Responds to the A1 questions effectively, including most of the main content points, but has difficulty with or may not respond to the A2 questions.	Responds to all questions in a fully satisfactory manner, including the most important content points in his/her answers.
ACTIVITY 2 Talking about photos	Has difficulty in replying even to the A1 questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.	Responds to the A1 questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to the A2 questions of the task.	Responds to both the A1 and A2 questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.
ACTIVITY 3 Giving and asking for information	Has difficulty in responding even to the A1 part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.	Responds to the A1 part of the task effectively, using the multimodal texts and including most content points, but has difficulty with or may not respond to the A2 part of the task.	Responds to both the A1 and A2 parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible.	Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.	Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.
Lexical range and appropriacy of linguistic choices	Uses a few scattered words, makes inappropriate word choices or there is no response.	Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.	Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.
Grammatical accuracy	Makes constant errors of grammar and syntax which obscure communication or there is no response.	Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.	Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.
Fluency	No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.	Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.	Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort.
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 (OUTPUT UNSATISFACTORY FOR A1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR A1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR A1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR A2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR A2)
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ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ