



# Cambridge IGCSE™

**MANDARIN CHINESE**

**0547/03**

Paper 3 Speaking

**May/June 2024**

INSTRUCTIONS FOR TEACHERS/EXAMINERS

**Approximately 10 minutes**



**The information in this document is confidential and must NOT reach candidates either directly or indirectly.**

## INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Chinese** and the candidates must respond in **Chinese**.
- Dictionaries are **not** allowed.

## INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
  - Role play (approximately 2 minutes)
  - Topic conversation 1 (approximately 4 minutes)
  - Topic conversation 2 (approximately 4 minutes).

This document has **32** pages. Any blank pages are indicated.

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## Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE Mandarin Chinese speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

### The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE Mandarin Chinese.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all of the instructions
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests of **all** candidates.

### Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Preparation time	10 minutes	
Greeting (non-assessed)	approximately 30 seconds	
Role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
Topic conversation 1	approximately 4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
Topic conversation 2	approximately 4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts about 4 minutes.

## Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> <li>• this instruction booklet</li> <li>• a copy of the mark schemes provided in this instruction booklet</li> <li>• copies of the working mark sheet (WMS) (please download from the samples database at <b><a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a></b>)</li> <li>• recording equipment</li> <li>• a timer or clock</li> <li>• the list of candidate names and numbers</li> <li>• a black or blue pen for marking</li> <li>• a quiet room for the preparation time</li> <li>• a quiet room for the speaking test.</li> </ul>	<ul style="list-style-type: none"> <li>• one candidate card.</li> </ul>

## Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully before conducting your first test
- read the guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role play and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

**Note:** if more than one teacher/examiner is marking the Cambridge IGCSE Mandarin Chinese speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## On the day of the speaking test

### Before each candidate's test

You must:

- select a candidate card using the randomisation instructions on page 14
- give the candidate card to the candidate in the preparation room
- tell the candidate that they have 10 minutes to prepare
- tell the candidate they must **not** write anything during the preparation time
- make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete.
- find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- write the candidate's name, their candidate number, the candidate card number and topic conversation numbers on the working mark sheet.

### During each candidate's test

1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**

2 Say your name, the candidate's name, their candidate number, the candidate card number and the date. For example:

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Candidate card number: *3*

Date: *[date on which the test was conducted]*

3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: approximately 4 minutes and topic conversation 2: approximately 4 minutes); you may want to restart the timer for each part.)

**From this point onwards, all parts of the test must be conducted in Mandarin Chinese.**

### Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.

Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet. When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

**Remember, you cannot stop or pause the recording during a test.**

**Topic conversation 1**

- 11 Go to the correct topic conversation in this instruction booklet.
- 12 Say to the candidate in Chinese: 'First we are going to talk about [name of the first topic]'.
- 13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 14 Listen carefully to and acknowledge the candidate's answer to each question.
- 15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

**Topic conversation 2**

- 16 Go to the correct topic conversation in this instruction booklet.
- 17 Say to the candidate in Chinese: 'Now we are going to talk about [name of the second topic]'.
- 18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 19 Listen carefully to and acknowledge the candidate's answer to each question.
- 20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.  <p>你能多说一点儿吗? 还有呢?</p> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

- 21 When **both** topic conversations have been completed stop the recording. Then award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the mark schemes on pages 11–12.
- 22 Write the mark for Communication and the mark for Quality of Language on the working mark sheet.



**After each candidate's speaking test**

- 23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 24 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

**After completing all of the speaking tests at the centre**

- Add up the marks for each candidate and write the total mark in the appropriate column on the working mark sheet. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE Mandarin Chinese speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**
- You must write the internally moderated marks for all candidates on the working mark sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**
- Each recorded file in the sample must be clearly named using the correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2024).

## Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	15 marks for Quality of Language	15
<b>TOTAL MARK</b>		<b>40</b>

Marking should be positive, rewarding achievement.

### Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

Marks	Descriptor
<b>2</b>	<ul style="list-style-type: none"> <li>• The information is communicated.</li> <li>• Language is appropriate to the situation and is accurate.</li> <li>• Minor errors (e.g. use of prepositions) are allowed.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The information is partly communicated and/or the meaning is ambiguous.</li> <li>• Errors impede communication.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

## Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

### Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Descriptor	
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>• Communicates information which is consistently relevant to the questions.</li> <li>• Frequently develops ideas and opinions.</li> <li>• Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>• Responds well to questions; requires occasional rephrasing.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; frequently requires rephrasing.</li> <li>• Communicates most of the required information; may occasionally give irrelevant information.</li> <li>• Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Has difficulty with many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

### Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Descriptor
13–15	<p><b>Very good</b></p> <ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	<p><b>Satisfactory</b></p> <ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	<p><b>Weak</b></p> <ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>



## Randomisation instructions

Each candidate must be allocated one of nine candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.
- If you are conducting tests on more than one day, start each new day at the beginning of the sequence.

Allocate cards and topics to candidates in sequence, as follows:

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 1	1	Topic 3	Topic 4
Candidate 2	2	Topic 2	Topic 5
Candidate 3	3	Topic 1	Topic 6
Candidate 4	4	Topic 2	Topic 7
Candidate 5	5	Topic 1	Topic 4
Candidate 6	6	Topic 3	Topic 5
Candidate 7	7	Topic 1	Topic 6
Candidate 8	8	Topic 2	Topic 7
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 5
Candidate 11	2	Topic 2	Topic 6
Candidate 12	3	Topic 3	Topic 7
Candidate 13	4	Topic 1	Topic 4
Candidate 14	5	Topic 2	Topic 5
Candidate 15	6	Topic 3	Topic 6
Candidate 16	7	Topic 2	Topic 7
Candidate 17	8	Topic 1	Topic 4
Candidate 18	9	Topic 3	Topic 5
Candidate 19	1	Topic 1	Topic 6
Candidate 20	2	Topic 2	Topic 7
Candidate 21	3	Topic 1	Topic 4
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 3	Topic 7
Candidate 25	7	Topic 1	Topic 4

<b>Order of candidates</b>	<b>Candidate card</b>	<b>Topic conversation 1</b>	<b>Topic conversation 2</b>
Candidate 26	8	Topic 2	Topic 5
Candidate 27	9	Topic 3	Topic 6
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 3	Topic 5
<i>Start again at row 1 (as used for Candidate 1)</i>			

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 1

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 学校的护士
情境	请说: 在学校你的腿受伤了, 你去看学校的护士。我是护士。
问题	请问下面的问题:
<b>1</b>	你上几年级?  作出适当回应, 然后再提问:
<b>2</b>	你的腿是什么时候受伤的?  作出适当回应, 然后再提问:
<b>3</b>	那时候你跟谁在一起?  作出适当回应, 然后再提问:
<b>4</b>	你现在要上什么课? [停顿] 在哪里上课?  作出适当回应, 然后再提问:
<b>5</b>	你的腿现在怎么样? [停顿] 放学后, 你打算怎么回家?  作出适当回应结束对话。



## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 一位交换学生
情境	请说: 端午节快到了, 你在跟一位交换学生谈怎样过节。我是交换学生。
问题	请问下面的问题:
<b>1</b>	我们在哪里庆祝端午节?  作出适当回应, 然后再提问:
<b>2</b>	我们吃什么?  作出适当回应, 然后再提问:
<b>3</b>	我们做什么活动? [停顿] 还有谁会参加?  作出适当回应, 然后再提问:
<b>4</b>	你喜欢过节吗? [停顿] 为什么?  作出适当回应, 然后再提问:
<b>5</b>	你今年还庆祝了哪个节日?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 3

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 银行的工作人员
情境	请说: 你在银行换钱。你跟银行的工作人员说话。我是工作人员。
问题	请问下面的问题:
<b>1</b>	你要去哪个国家旅行?  作出适当回应, 然后再提问:
<b>2</b>	你打算去多长时间?  作出适当回应, 然后再提问:
<b>3</b>	你想换多少钱?  作出适当回应, 然后再提问:
<b>4</b>	你上次旅行是什么时候? [停顿] 你觉得怎么样?  作出适当回应, 然后再提问:
<b>5</b>	旅行的时候, 你喜欢用现金还是银行卡? [停顿] 为什么?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 你的朋友
情境	请说: 你的朋友想和你一起去剧院看表演。我是你的朋友。
问题	请问下面的问题:
<b>1</b>	剧院离你家多远?  <i>作出适当回应, 然后再提问:</i>
<b>2</b>	我们怎么去?  <i>作出适当回应, 然后再提问:</i>
<b>3</b>	看完表演, 你想去什么样的饭馆吃饭? [停顿] 想吃什么?  <i>作出适当回应, 然后再提问:</i>
<b>4</b>	你上次去剧院看表演是什么时候?  <i>作出适当回应, 然后再提问:</i>
<b>5</b>	你更喜欢去剧院还是电影院? [停顿] 为什么?  <i>作出适当回应结束对话。</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 5

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 你的朋友
情境	请说: 你和你的朋友在一家快餐店点菜。我是你的朋友。
问题	请问下面的问题:
<b>1</b>	你要吃什么?  作出适当回应, 然后再提问:
<b>2</b>	你想喝水还是果汁?  作出适当回应, 然后再提问:
<b>3</b>	吃完饭, 我们做什么?  作出适当回应, 然后再提问:
<b>4</b>	你上一次在饭馆吃饭是什么时候? [停顿] 花了多少钱?  作出适当回应, 然后再提问:
<b>5</b>	你认为吃快餐好不好? [停顿] 为什么?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 你的朋友
情境	请说: 这个星期六学校会举办“中国文化日”。你跟你的朋友说话。我是你的朋友。
问题	请问下面的问题:
<b>1</b>	参加中国文化日要多少钱?  作出适当回应, 然后再提问:
<b>2</b>	中国文化日几点开始?  作出适当回应, 然后再提问:
<b>3</b>	中国文化日会有哪些活动?  作出适当回应, 然后再提问:
<b>4</b>	你觉得中文难不难? [停顿] 为什么?  作出适当回应, 然后再提问:
<b>5</b>	除了中文, 你还学过什么外语? [停顿] 在哪儿学的?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 7

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 你的朋友
情境	请说: 你要参加足球比赛。你跟你的朋友谈话。我是你的朋友。
问题	请问下面的问题:
<b>1</b>	你们足球队有多少人?  作出适当回应, 然后再提问:
<b>2</b>	足球队的运动衣是什么颜色的?  作出适当回应, 然后再提问:
<b>3</b>	你的家人谁会来看比赛?  作出适当回应, 然后再提问:
<b>4</b>	你上一次参加比赛是几月几号? [停顿] 比赛是在哪里举行的?  作出适当回应, 然后再提问:
<b>5</b>	你最喜欢的运动员是男的还是女的? [停顿] 你为什么喜欢他/她?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 8

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 你的朋友
情境	请说: 你在一家饭馆工作。你跟你的朋友谈你的工作。我是你的朋友。
问题	请问下面的问题:
<b>1</b>	你是什么时候开始在饭馆工作的?  作出适当回应, 然后再提问:
<b>2</b>	上班的时候, 你穿什么样的衣服?  作出适当回应, 然后再提问:
<b>3</b>	你觉得这个工作怎么样? [停顿] 上班时, 你最喜欢做什么?  作出适当回应, 然后再提问:
<b>4</b>	你喜欢饭馆的经理吗? [停顿] 为什么?  作出适当回应, 然后再提问:
<b>5</b>	你将来想在哪儿工作?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 9

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
问好(不在评 估范围内)	<b>请说:</b> 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生: 老师:	你自己 旅行社的工作人员
情境	请说: 你在杭州的旅行社订船票。你跟那里的工作人员说话。我是旅行社的工作人员。
问题	请问下面的问题:
<b>1</b>	你要订几点的船票?  作出适当回应, 然后再提问:
<b>2</b>	在船上, 你想坐前面还是后面?  作出适当回应, 然后再提问:
<b>3</b>	在杭州, 你参观了哪些地方? [停顿] 你觉得怎么样?  作出适当回应, 然后再提问:
<b>4</b>	你打算在杭州玩儿多久?  作出适当回应, 然后再提问:
<b>5</b>	除了杭州, 你还想去中国的哪个城市? [停顿] 想跟谁一起去?  作出适当回应结束对话。



## Teacher/examiner scripts – Topic conversations

## TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 1: 饮食	
问题	请问下面的问题:
1	你每天吃几种蔬菜?
2	你最喜欢吃什么蔬菜?
3	你觉得吃素食有什么好处? [停顿] 有什么坏处?  如果需要, 可以问:  你觉得吃豆腐和青菜好不好? [停顿] 为什么?
4	你将来想学做什么样的中国菜? [停顿] 为什么?  如果需要, 可以问:  你想学做烤鸭还是炒鸡蛋? [停顿] 为什么?
5	为了身体健康, 你去年参加了哪些活动? [停顿] 在哪儿做的?  如果需要, 可以问:  为了更健康, 你去年做了什么? [停顿] 在哪里做的?

## Teacher/examiner scripts – Topic conversations

## TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 2: 自己, 家人和朋友	
问题	请问下面的问题:
1	你最喜欢的人是谁?
2	他 / 她多大?
3	说说他 / 她长什么样。 [停顿] 说说他 / 她的性格。  如果需要, 可以问:  他 / 她高不高? [停顿] 你觉得他 / 她这个人怎么样?
4	你和家人去年做了什么有趣的事? [停顿] 在哪儿做的?  如果需要, 可以问:  去年你和家人去了什么地方? [停顿] 你们做了什么?
5	将来你打算住在哪个国家? [停顿] 为什么?  如果需要, 可以问:  你以后想住在中国还是英国? [停顿] 为什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 3: 你的家	
问题	请问下面的问题:
1	你家有几个房间?
2	你家谁买菜?
3	你觉得家人每天在一起吃晚饭重要吗? [停顿] 为什么?  如果需要, 可以问:  家人应该每天在一起吃晚饭吗? [停顿] 为什么?
4	说说你将来想住什么样的房子。 [停顿] 想要什么家具?  如果需要, 可以问:  以后你要住多大的房子? [停顿] 里面要有什么?
5	说说你昨天是怎么过的。 [停顿] 你觉得怎么样?  如果需要, 可以问:  你昨天做了什么? [停顿] 你觉得怎么样?

## Teacher/examiner scripts – Topic conversations

## TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 4: 教育	
问题	请问下面的问题:
1	你怎么去学校?
2	你会带什么文具上学?
3	介绍一下你们学校的课外活动。  如果需要, 可以问:  放学后, 你们学校有什么活动? [停顿] 你觉得怎么样?
4	上小学的时候, 哪个老师教你数学? [停顿] 他/她教得怎么样?  如果需要, 可以问:  在小学你的数学老师是谁? [停顿] 他/她的课怎么样?
5	将来工作以后, 你还想继续上学吗? [停顿] 为什么?  如果需要, 可以问:  将来, 你会一边工作一边上学吗? [停顿] 为什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 5: 旅行	
问题	请问下面的问题:
1	你最喜欢几月去旅行?
2	你一般跟谁一起去旅行?
3	你上次旅行参观了哪个名胜古迹? [停顿] 你在那儿做了什么?  如果需要, 可以问: 你去年去了哪个旅游景点? [停顿] 你做了什么?
4	你觉得学习外国的文化重要吗? [停顿] 为什么?  如果需要, 可以问: 你想学习哪个国家的文化? [停顿] 为什么?
5	你下次度假打算住在酒店还是朋友家? [停顿] 为什么?  如果需要, 可以问: 你今年夏天出去玩儿想住在朋友家吗? [停顿] 为什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.            你能多说一点儿吗?            还有呢?</li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 6: 工作	
问题	请问下面的问题:
1	你的父母每天几点上班?
2	他们怎么去上班?
3	你觉得世界上最好的工作是什么? [停顿] 为什么?  如果需要, 可以问: 你最想做什么工作? [停顿] 为什么?
4	说一说你学过的最有用的科目。  如果需要, 可以问: 你去年学了哪些科目? [停顿] 哪个最有用? [停顿] 为什么?
5	你将来想工作到多大年纪? [停顿] 退休以后, 你打算做什么?  如果需要, 可以问: 你将来想工作多少年? [停顿] 不工作以后, 你要做什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.  <p>你能多说一点儿吗? 还有呢?</p> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts about 4 minutes.</li> </ul>			

Topic 7: 生活环境	
问题	请问下面的问题:
1	今天的天气怎么样?
2	你的国家有几个季节?
3	说说你上一次去市中心的经历。 [停顿] 你觉得怎么样?  如果需要, 可以问:  你最近去了哪个城市? [停顿] 你做了什么? [停顿] 跟谁一起去的?
4	我们可以怎样解决城市里的环境问题?  如果需要, 可以问:  为了让我们的城市环境更好, 我们应该怎么做?
5	如果将来有机会, 你想住在农村吗? [停顿] 为什么?  如果需要, 可以问:  以后你想住在农村吗? [停顿] 为什么?

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