



Cambridge International AS Level

CHINESE LANGUAGE

8238/04

Paper 4 Speaking

May/June 2025

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 16 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 **Mandarin Chinese** and the candidates must respond in **Mandarin Chinese**.
- Dictionaries are **not** allowed.

INFORMATION

- Each candidate's speaking test must include:
 - Greeting (up to 30 seconds)
 - Presentation (2 minutes) and follow-up discussion (4–5 minutes)
 - Conversation task card (9 minutes, including the 5 minutes of preparation time).

This document has **28** 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 International AS Level Chinese Language 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 International AS Level Chinese Language.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all the instructions
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Greeting (non-assessed)	approximately 30 seconds	The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease.
Presentation and follow-up discussion	Presentation (2 minutes) and follow-up discussion (4–5 minutes)	The candidate presents a topic of their choice. This is followed by a discussion on the topic of the Presentation.
Conversation task card preparation	5 minutes	The candidate is given a Conversation task card. They have five minutes to prepare. The preparation must take place in the examination room.
Conversation task card	4 minutes	The candidate participates in a conversation with the teacher/examiner based on the scenario provided in the Conversation task card.

Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> • this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for conducting and recording the speaking test. 	<ul style="list-style-type: none"> • one Conversation task card • a blank piece of paper and pen to write notes for the Conversation task card part of the test. <p>Optional</p> <ul style="list-style-type: none"> • Candidates may bring a 'cue card' to help with their Presentation.

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.
- read the guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests (www.cambridgeinternational.org/eoguide).
- prepare a list of each candidate's presentation topic to ensure it does not overlap with the topic of the randomised Conversation task card.
- study the candidate prompts for the Conversation task cards and the suggested example questions for your part of the conversation. You may wish to prepare additional questions to help maintain the conversation.
- make sure that there is a quiet room available for the candidates to take the test.
- check that the recording equipment is working properly.
- 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 Conversation task cards with candidates before their test.

Note: We recommend that one examiner conducts and assesses the speaking tests at your centre for up to 30 candidates. If you are entering more than 30 candidates and need to use more than one examiner, 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

On the day of the speaking test

Before each candidate's test

You must:

- select a Conversation task card using the Randomisation instructions on page 17.
- find the correct Conversation task card in this instruction booklet for the candidate you are about to examine. Please ensure that the candidate's presentation topic is different from the topic in the Conversation task card. If the Presentation and the Conversation task card overlap in content, move to the next Conversation task card in the randomisation table.
- write the candidate's name, their candidate number and Conversation task card number 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 number, the candidate's name, the Conversation task card number and the date. This must be said in **English**. For example:

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Conversation task card number: *3*

Date: *5 March 2025*.

- 3 Remind the candidate of the structure of the test. There is guidance on this in the Teacher/examiner script for the Presentation and follow-up discussion on page 19 of this instruction booklet.
- 4 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:
 - Presentation: 2 minutes
 - Follow-up discussion: 4–5 minutes
 - Conversation task card preparation: 5 minutes
 - Conversation task card: 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.

Presentation

- 5 Greet the candidate. Introduce yourself. This is **not** assessed.
- 6 Ask the candidate to state the topic of their Presentation.
- 7 The candidate will deliver a 2-minute Presentation on a topic of their choice. The Presentation must be in Mandarin Chinese. Listen carefully to the candidate's presentation.
- 8 You must only interrupt a candidate if the Presentation shows no sign of finishing after 2 minutes, or to prompt a candidate having difficulty in continuing with their Presentation.
- 9 The Presentation will be followed by a discussion in which you will ask the candidate questions on their Presentation. You must ask questions which enable the candidate to provide an opinion(s) in relation to the topic of their Presentation.
- 10 During the Presentation, you can make notes in order to help with asking appropriate questions in the follow-up discussion. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view.

Follow-up discussion

- 11 Thank the candidate for their Presentation and introduce the discussion that will follow.
- 12 Ask the candidate to supply additional information on particular points and to provide a justification for a particular point of view. For example,

Very interesting. Can you tell me a little more about ...? And why do you think ...?
- 13 In order to give the candidate every opportunity to do this, you should use open-ended questions (such as 'Tell me more about ...', 'Why ...?', 'How ...?', 'What do you mean when you say ...?', 'What do you think about ...?', 'Can you give me more examples of ...?', 'Some people think ..., how would you justify your point of view to them?', 'What are the advantages/disadvantages of ...?'), rather than closed questions which may be answered by 'yes/no'.
- 14 When the Presentation and follow-up discussion is complete, tell the candidate that the Presentation and follow-up discussion section of the test has finished and that it is time to start to prepare for the Conversation task card.
- 15 While the candidate is preparing for the Conversation task card, complete the working mark sheet using the Presentation and follow-up discussion mark schemes on pages 11–12.
- 16 Award a mark out of 10 for Presentation, interaction/responsiveness, a mark out of 10 for Language range and a mark out of 10 for Language accuracy using the mark schemes on pages 11–12.
- 17 Write the marks for Presentation, interaction/responsiveness, Language range and Language accuracy on the working mark sheet.

Remember, you must not stop or pause the recording during a test.

Conversation task card preparation

- 18 Select **one** Conversation task card using the Randomisation instructions provided on page 17.
- 19 You must avoid giving the candidate a card on the same topic that the candidate's presentation is based on. If there is overlap, move to the next card in the randomisation table.
- 20 Give the Conversation task card to the candidate.
- 21 Say to the candidate in Mandarin Chinese 'You now have 5 minutes to read the Conversation task card and prepare for this part of the test. You may make notes on the separate piece of paper, but must not write on the task card.'
- 22 Do **not** stop the recording during the preparation time.
- 23 Candidates must complete the preparation in the examining room with the examiner present.
- 24 Candidates are allowed to make notes on a separate piece of paper. Candidates are advised to write key words to help them with the conversation. They must **not** write a monologue that they then read aloud.

Conversation task card

- 25 Go to the correct Conversation task card in this instruction booklet.
- 26 You should start the conversation, using the example questions in this booklet to help you if necessary.
- 27 Listen carefully to what the candidate says and respond appropriately.
- 28 If the candidate does not address a conversation prompt, or answers a question on a prompt very briefly and you think that they could give a fuller response, 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 ...?'.
- 29 When this section of the Speaking test is finished, complete the working mark sheet using the Conversation task card mark schemes on pages 13–14.
- 30 Award a mark out of 10 for Task completion and communication, a mark out of 10 for Language range and a mark out of 10 for Language accuracy using the mark schemes on pages 13–14.
- 31 Write the marks for Task completion and communication, Language range and Language accuracy on the working mark sheet.
- 32 Also award a mark out of 5 for Pronunciation and intonation for the test as a whole for both the Presentation and follow-up discussion and the Conversation task card using the mark scheme on page 15.
- 33 Write the mark for Pronunciation and intonation on the working mark sheet.

After each candidate's speaking test

- 34 Take the Conversation task card from the candidate as well as the candidate's presentation cue card, if used, and any notes they have made. The candidate must **not** take the Conversation task card and/or the notes with them when they leave the examination room. You must keep them securely until the end of the enquiries about results window.
- 35 Make sure you have completed all parts of the working mark sheet for the candidate.
- 36 Check 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 at www.cambridgeinternational.org/eoguide

After completing all the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge International AS Level Chinese Language 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

- You must write the internally moderated marks for all candidates on the working mark sheet(s) 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**
- 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**
- 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**
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include in **English**:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2025).

Mark schemes

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

Part of test	Marks available	Maximum mark
Presentation and follow-up discussion	10 marks for Presentation, interaction/ responsiveness 10 marks for Language range 10 marks for Language accuracy	30
Conversation task card	10 marks for Task completion and communication 10 marks for Language range 10 marks for Language accuracy	30
both parts together	5 marks for Pronunciation and intonation	5
TOTAL MARK		65

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

You should make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, you should use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

This is a language qualification aimed at certifying language proficiency at level B1 and B2 of the Common European Framework of Reference for Languages (CEFR). The descriptions below should be understood and applied with reference to CEFR B1 and B2 level.

Presentation and follow-up discussion mark schemes

Mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness

Level	Presentation, interaction/responsiveness (AO4: S1 and S2)	Marks
5	<ul style="list-style-type: none"> Communicates detailed information with clearly stated ideas and opinions. Consistently justifies, develops and explains ideas and opinions. Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all question types. 	9–10
4	<ul style="list-style-type: none"> Communicates detailed information, with ideas and opinions that are mostly clear and supported. Justifies, develops and explains their answers. Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions. 	7–8
3	<ul style="list-style-type: none"> Communicates information that is sometimes detailed, provides ideas and opinions. Some attempt to justify their answers. Engages in the conversation with some interaction with the examiner. Attempts a response to most questions. 	5–6
2	<ul style="list-style-type: none"> Communicates limited information that may be irrelevant, and gives basic ideas and opinions. Attempts to justify some of their answers. Relies on the examiner to maintain the pace, may require some prompting. 	3–4
1	<ul style="list-style-type: none"> Communicates very basic information that is frequently irrelevant; lacks ideas and opinions. Minimal or no attempt to justify answers. Relies heavily on the examiner, with significant prompting required. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Language in Presentation and follow-up discussion: Range and Accuracy

Level	Language range (AO4: S3)	Marks	Language accuracy (AO4: S4)	Marks
5	<ul style="list-style-type: none"> • Uses a wide range of linking and cohesive devices to connect a series of well-developed points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition. 	9–10	<ul style="list-style-type: none"> • Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. 	9–10
4	<ul style="list-style-type: none"> • Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present. 	7–8	<ul style="list-style-type: none"> • Accurate use of simple grammar. • Uses some complex grammar, with occasional slips. 	7–8
3	<ul style="list-style-type: none"> • Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. • Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. • There is some repetition and hesitation. 	5–6	<ul style="list-style-type: none"> • Uses simple grammar, with some slips. • Makes some use of more complex grammar, with some slips. • Errors very rarely impede communication. 	5–6
2	<ul style="list-style-type: none"> • Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses familiar and common vocabulary, sometimes appropriate to the tasks. • There is noticeable repetition and hesitation. 	3–4	<ul style="list-style-type: none"> • Uses simple grammar, with some errors. • Attempts to use more complex grammar, with limited success. • Errors sometimes impede communication. 	3–4
1	<ul style="list-style-type: none"> • Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. • Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s). 	1–2	<ul style="list-style-type: none"> • Uses only simple structures to articulate straightforward ideas. • Frequent errors in simple structures. • Communication frequently impeded. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0	<ul style="list-style-type: none"> • No creditable response. 	0

Conversation task card mark schemes

Mark scheme for Task completion and communication in the Conversation task card

Level	Task completion and communication (AO4: S1 and S2)	Marks
5	<ul style="list-style-type: none"> Completes all tasks fully and confidently. Communicates relevant information with clear and supported ideas and opinions. Develops a justified argument. Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all questions/prompts. 	9–10
4	<ul style="list-style-type: none"> Completes most tasks fully. Communicates relevant information. Develops an argument that is mostly clear and supported by their points of view. Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions/prompts. 	7–8
3	<ul style="list-style-type: none"> Completes some tasks successfully. Communicates information that is sometimes relevant. Develops an argument with ideas and opinions, which are not always justified. Engages in the conversation with some interaction with the examiner. Responds to some questions/prompts. 	5–6
2	<ul style="list-style-type: none"> Attempts some tasks in a limited or superficial way. Communicates limited information. Communicates limited ideas and opinions. Relies on the examiner to keep the conversation going. Limited response to questions/prompts. 	3–4
1	<ul style="list-style-type: none"> Attempts task(s) with little or no success. Communicates very basic information; may attempt to give ideas and opinions. Relies heavily on the examiner. The conversation is fragmented with very limited response to questions/prompts. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Language in the Conversation task card: Range and Accuracy

Level	Language range (AO4: S3)	Marks	Language accuracy (AO4: S4)	Marks
5	<ul style="list-style-type: none"> • Uses a wide range of linking and cohesive devices to connect a series of well-developed points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition. 	9–10	<ul style="list-style-type: none"> • Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. 	9–10
4	<ul style="list-style-type: none"> • Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present. 	7–8	<ul style="list-style-type: none"> • Accurate use of simple grammar. • Uses some complex grammar, with occasional slips. 	7–8
3	<ul style="list-style-type: none"> • Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. • Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. • There is some repetition and hesitation. 	5–6	<ul style="list-style-type: none"> • Uses simple grammar, with some slips. • Makes some use of more complex grammar, with some slips. • Errors very rarely impede communication. 	5–6
2	<ul style="list-style-type: none"> • Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses familiar and common vocabulary, sometimes appropriate to the tasks. • There is noticeable repetition and hesitation. 	3–4	<ul style="list-style-type: none"> • Uses simple grammar, with some errors. • Attempts to use more complex grammar, with limited success. • Errors sometimes impede communication. 	3–4
1	<ul style="list-style-type: none"> • Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. • Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s). 	1–2	<ul style="list-style-type: none"> • Uses only simple structures to articulate straightforward ideas. • Frequent errors in simple structures. • Communication frequently impeded. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0	<ul style="list-style-type: none"> • No creditable response. 	0

Mark scheme for Pronunciation and intonation for the whole test

Level	Pronunciation and intonation (AO4: S5)	Marks
3	<ul style="list-style-type: none"> Pronunciation is intelligible and intonation is appropriate. Individual sounds are articulated clearly. 	4–5
2	<ul style="list-style-type: none"> Pronunciation is intelligible and intonation is mostly appropriate. Individual sounds are mostly articulated clearly, though with some slips. 	2–3
1	<ul style="list-style-type: none"> Pronunciation is generally intelligible and candidate has partial control of intonation. Individual sounds have frequent errors. 	1
0	<ul style="list-style-type: none"> No creditable response. 	0

Glossary of terms used in the Speaking mark schemes

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking and cohesive devices:** refers to linking words and phrases (e.g. 'but', 'because', 'moreover', 'as a result'), as well as grammatical devices such as the use of reference pronouns, ellipsis.
- **Less common vocabulary:** appears less often and is used to express ideas more succinctly and precisely.
- **Errors and slips:** **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic time frames and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, modal forms.

Cambridge International AS Level Languages (other than English): Speaking Test Working Mark Sheet

Please read the Instructions for teachers/examiners before completing this form.

Centre number					Centre name							
Please select syllabus/component							Exam series		Year			

[illegible]

Name of examiner completing this form in capitals:	Signature:	Date:
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Randomisation instructions

Each candidate must be allocated one of six Conversation task cards. The Conversation task card gives prompts for a conversation. There are corresponding teacher/examiner example questions for each Conversation task card.

The Conversation task cards 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.
- If a candidate's presentation overlaps with the topic of the Conversation task card they should receive using this randomisation table, skip that card and move to the next card on the randomisation table. Continue with the randomisation table for the following candidates.

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

Order of candidates	Conversation task card
Candidate 1	3
Candidate 2	2
Candidate 3	4
Candidate 4	6
Candidate 5	5
Candidate 6	1
Candidate 7	2
Candidate 8	3
Candidate 9	4
Candidate 10	6
Candidate 11	1
Candidate 12	5
Candidate 13	1
Candidate 14	3
Candidate 15	6
Candidate 16	2
Candidate 17	5
Candidate 18	4
Candidate 19	2
Candidate 20	6
Candidate 21	5
Candidate 22	3

Order of candidates	Conversation task card
Candidate 23	1
Candidate 24	4
Candidate 25	5
Candidate 26	6
Candidate 27	3
Candidate 28	1
Candidate 29	4
Candidate 30	2
<i>Start again at row 1 (as used for Candidate 1)</i>	

Teacher/examiner scripts – Presentation and follow-up discussion

Start the recording	
Before the test	<p>You (the examiner) say in ENGLISH:</p> <p>Your name, e.g. <i>Mr John Smith</i> The candidate's number, e.g. <i>0031</i> The candidate's name, e.g. <i>Anita Cheng</i> The Conversation task card number, e.g. <i>3</i> The date, e.g. <i>3 May 2025</i></p>
说明	<p>请给考生朗读以下说明：</p> <p>口语考试包括两部分：</p> <ol style="list-style-type: none"> 1 选定话题陈述和后续讨论 2 会话卡 <p>你有五分钟的时间准备会话卡。如果需要，你可以在另外一张纸上做笔记。</p> <p>你有什么问题吗？</p>
问好 (不在评估范围内) (30秒)	<p>请说： 你好！你今天怎么样？ (如果需要，老师可以简单介绍一下自己。) 可以开始了吗？/准备好了吗？</p>
选定话题陈述 (2分钟)	<p>请说： 你今天要说的话题是什么？</p> <p>请开始你的陈述。</p>
后续讨论 (4-5分钟)	<p>提问必须包括以下两种类型的问题：</p> <ol style="list-style-type: none"> 1 与考生的陈述紧密相关的开放型问题，比如： <ul style="list-style-type: none"> • “能多说一说……” • “怎么……” • “为什么……？” 问题应该给考生进一步阐述和扩展的空间。 2 探寻考生的看法与观点的问题，比如： <ul style="list-style-type: none"> • “你觉得……怎么样？” • “你对……怎么看？” 问题应该给考生提供机会表达对所陈述内容的看法并说明理由。
	<p>请说： 现在我们开始做会话卡。</p>

Conversation task cards – Teacher/examiner version

CONVERSATION TASK CARD 1

请把会话题卡给考生。	
情境	<p>请说： 你的朋友最近参观了一个美术馆，因为他/她对艺术很感兴趣并想多学习一门新才艺，他/她在和你讨论这件事情。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>

说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>学习艺术的优点和缺点</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 你有没有学过舞蹈/唱歌/画画？你觉得有用吗？为什么？ • 学艺术需要投入很多（时间/精力/钱），你认为呢？
2	<p>生活中到处可见的艺术形式</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 艺术可以体现在生活中的什么地方？ • 你见过路边展示自己才艺的人吗（乐手/画家/魔术师/舞者）？你对这种艺术表演形式有什么看法？
3	<p>你对艺术和文化关系的看法</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 你觉得艺术（文学/电影/音乐）是否可以反映一个国家的文化？举个例子说说。 • 你认为文化背景（饮食/服装/生活习惯/语言）怎么影响艺术创作？
4	<p>未来艺术的发展</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 你觉得科技会改变艺术创作的方法吗？为什么？ • 你觉得人工智能会取代传统艺术创作吗？说说你的看法。
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 2

请把会话题卡给考生。	
情境	<p>请说： 你的朋友在和你抱怨作业太多，他/她没有时间做自己喜欢的事情。你们在讨论这一话题。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>

说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>做作业的重要性</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 你觉得做作业可以帮助你学习吗？为什么？ • 做作业可以培养多种能力（时间管理能力/自学能力/自律能力），你怎么看？
2	<p>做作业的挑战</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 作业是否可以满足不同学生的学习需要？你怎么看？ • 如果没有作业，学生可以怎样有效地利用时间（参加课外活动/多参加社交活动/培养另一门技能）？
3	<p>你对学校个性化教育的看法</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 学校有责任帮助每个学生找到并发展他们的优势（表演/艺术/运动），你怎么看？ • 除了提供学术教育以外，学校应该怎样帮助学生为今后的生活做准备（存钱/户外生存技能/做饭）？
4	<p>未来学校教育</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 学校教育会不会被网络科技取代？为什么？ • 你认为在未来，理想的学校教育是什么样的？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 3

请把会话题卡给考生。	
情境	<p>请说： 因为你朋友的父母常常加班，他/她已经有几天没有见到他/她的父母了。你的朋友在和你讨论这件事情。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>

说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>加班的好处</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 你觉得加班会让人们更容易升职/赚更多钱/更有成就感吗？为什么？ • 有人觉得加班是工作负责的表现，你的想法是什么？
2	<p>加班的坏处</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 加班会给生活带来哪些不好的影响（身心健康/和家人朋友的关系/个人发展）？为什么？ • 有人说，加班多是效率低的表现。你的看法是什么？
3	<p>你对平衡工作和生活的看法</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 有些人觉得不应该把工作带回家，你怎么看？ • 你觉得工作重要还是多花时间和家人朋友在一起重要，为什么？
4	<p>未来的工作方式</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 有人说，使用人工智能是减少人类加班的有效方法，你觉得呢？ • 未来人们的工作地点和工作时间会更灵活，你怎么看？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 4

请把会话题卡给考生。	
情境	<p>请说： 你快要毕业了，你和你的朋友打算在上大学之前去国外旅行一段时间，你在和你的朋友讨论你们的计划。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>

说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>旅行的优点和缺点</p> <p>提示问题：</p> <ul style="list-style-type: none"> 旅行可以让你更好地了解一个地方的文化，你同意吗？为什么？ 有些人不愿意旅行（要花很多钱/觉得旅行很累/需要很多准备工作），你觉得呢？
2	<p>自由行和跟团游的利与弊</p> <p>提示问题：</p> <ul style="list-style-type: none"> 自由行提供更多的灵活性（不需要赶时间/可以随时改变行程计划/有更多交通选择），你觉得呢？ 有人说跟团游更好（省时/省钱/安全），你怎么看？
3	<p>旅游业的影响</p> <p>提示问题：</p> <ul style="list-style-type: none"> 旅游业对自然环境有什么影响？ 旅游业会怎样影响当地居民的生活？
4	<p>未来的旅游</p> <p>提示问题：</p> <ul style="list-style-type: none"> 将来足不出户就可以环游世界，你怎么看？ 将来人们旅行的目的地会有很大的改变（海底/太空），你怎么看？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 5

请把会话题卡给考生。	
情境	<p>请说： 你的朋友参加了一个慈善捐赠活动，他/她觉得这次活动很有意义，他/她在和你分享他/她的经历。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>

说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>慈善活动的好处</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 你觉得慈善活动可以怎样帮助个人和社会？ • 慈善活动对青少年有哪些积极的影响？
2	<p>做慈善活动的挑战</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 有人说做慈善活动费时、费力，你觉得呢？ • 说服别人参加慈善活动很难，你怎么看？
3	<p>你对慈善活动在社会中扮演的角色的看法</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 慈善活动在社会中是必不可少的，你认为呢？ • 你认为慈善行为应该是长期的还是偶尔一次就够了？为什么？
4	<p>未来的慈善活动</p> <p>提示问题：</p> <ul style="list-style-type: none"> • 未来慈善无国界，你怎么看？ • 未来慈善机构怎么鼓励更多的人参与慈善？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 6

请把会话题卡给考生。	
情境	<p>请说： 最近越来越多的年轻人对网络短视频感兴趣，你的朋友常常在网上看网络短视频，你们在讨论这一话题。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>

说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>网络短视频的优点</p> <p>提示问题：</p> <ul style="list-style-type: none"> 为什么越来越多的人选择看网络短视频？ 网络短视频可以让普通人赚到很多钱，你同意吗？为什么？
2	<p>网络短视频的风险</p> <p>提示问题：</p> <ul style="list-style-type: none"> 看网络短视频容易上瘾，你怎么觉得？ 网络短视频有很多不真实的信息，说说你的想法。
3	<p>你对制作网络短视频的看法</p> <p>提示问题：</p> <ul style="list-style-type: none"> 网络短视频制作需要很多时间和精力，你同意吗？为什么？ 人人都可以制作网络短视频，你怎么看？
4	<p>网络平台未来的发展</p> <p>提示问题：</p> <ul style="list-style-type: none"> 在将来，不利用网络平台的商家很难卖出自己的产品，你怎么看？ 你觉得将来网络平台会完全取代传统的电影院和电视节目吗？为什么？
补充说明	考生可以表达与题卡有关的其它观点。

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