



Cambridge IGCSE™

MANDARIN CHINESE

0547/03

Paper 3 Speaking

May/June 2023

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">• 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 the preparation time• a quiet room for the speaking test.	<ul style="list-style-type: none">• one candidate card.

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

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

- If necessary, encourage a fuller response by asking an extension question, e.g.
 你能多说一点儿吗?
 还有呢?
- 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.

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

- If necessary, encourage a fuller response by asking an extension question, e.g.

你能多说一点儿吗?
还有呢?
- If the topic conversation lasts $3\frac{1}{2}$ 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.

- 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
- 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
- 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 following convention:

centre number_candidate number_syllabus number_component number

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 together	15 marks for Communication	15
Topic conversations 1 and 2 together	15 marks for Quality of Language	15
TOTAL MARK		40

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

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

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

working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: 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	

Name of examiner completing this form
IN CAPITALS:

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

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
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	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	你的中国朋友
情境	<p>请说: 你和你的中国朋友要去参观天安门广场。我是你的朋友。</p>
问题	请问下面的问题:
1	天安门广场离这里有多远? 作出适当回应, 然后再提问:
2	我们怎么去天安门广场? 作出适当回应, 然后再提问:
3	天安门广场附近有什么好玩的地方? 作出适当回应, 然后再提问:
4	你午饭打算吃什么? [停顿] 作出适当回应, 然后再提问: 喝什么? 作出适当回应, 然后再提问:
5	在中国, 除了北京, 你还去过哪些城市? [停顿] 作出适当回应, 然后再提问: 你觉得那里怎么样? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	汉语老师
情境	<p>请说: 你在教室里跟你的汉语老师说话。我是你的老师。</p>
问题	<p>请问下面的问题:</p>
1	<p>你每个星期做几个小时的功课? 作出适当回应, 然后再提问:</p>
2	<p>哪个科目的功课最多? 作出适当回应, 然后再提问:</p>
3	<p>你觉得做功课重要吗? [停顿] 作出适当回应, 然后再提问: 为什么? 作出适当回应, 然后再提问:</p>
4	<p>你昨天在学校做了哪些活动? 作出适当回应, 然后再提问:</p>
5	<p>你明年打算学习什么新的科目? [停顿] 作出适当回应, 然后再提问: 为什么? 作出适当回应结束对话。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	你的朋友
情境	<p>请说: 你打算去中国参加一个中文夏令营。你的朋友问你问题。我是你的朋友。</p>
问题	<p>请问下面的问题:</p>
1	<p>你几月几号去参加中文夏令营？ 作出适当回应，然后再提问：</p>
2	<p>这个夏令营在中国的哪个城市？ 作出适当回应，然后再提问：</p>
3	<p>你学中文多久了？ 作出适当回应，然后再提问：</p>
4	<p>你觉得学习中文重要吗？ [停顿] 作出适当回应，然后再提问： 为什么？ 作出适当回应，然后再提问：</p>
5	<p>在中国时，你打算买些什么礼物？ [停顿] 作出适当回应，然后再提问： 买给谁？ 作出适当回应结束对话。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	一个同学
情境	<p>请说: 你周末在一家商店打工, 卖玩具。你的同学来商店买东西。我是你的同学。</p>
问题	请问下面的问题:
1	<p>你从什么时候开始在这里打工的? 作出适当回应, 然后再提问:</p>
2	<p>商店里的玩具熊有哪些颜色的? 作出适当回应, 然后再提问:</p>
3	<p>玩具熊多少钱一个? 作出适当回应, 然后再提问:</p>
4	<p>你觉得学生周末工作好不好? [停顿] 作出适当回应, 然后再提问: 为什么? 作出适当回应, 然后再提问:</p>
5	<p>你将来想做什么工作? [停顿] 作出适当回应, 然后再提问: 在哪里工作? 作出适当回应结束对话。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	你的邻居
情境	<p>请说: 你跟你的邻居谈下个月的学校舞会。我是你的邻居。</p>
问题	<p>请问下面的问题:</p>
1	<p>舞会在学校的什么地方举行？ 作出适当回应，然后再提问：</p>
2	<p>舞会的票多少钱一张？ 作出适当回应，然后再提问：</p>
3	<p>你打算穿什么衣服参加舞会？ 作出适当回应，然后再提问：</p>
4	<p>那天会有什么食物？ [停顿] 作出适当回应，然后再提问： 什么饮料？ 作出适当回应，然后再提问：</p>
5	<p>去年，你参加了学校的哪些活动？ [停顿] 作出适当回应，然后再提问： 你觉得怎么样？ 作出适当回应结束对话。</p>

Teacher/examiner scripts – Role plays**CANDIDATE CARD 6**

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	你的朋友
情境	<p>请说: 你和你的朋友想一起去游泳。我是你的朋友。</p>
问题	<p>请问下面的问题:</p>
1	<p>我们星期几去游泳？</p> <p>作出适当回应，然后再提问：</p>
2	<p>我们怎么去？</p> <p>作出适当回应，然后再提问：</p>
3	<p>游泳以后，你想吃什么？ [停顿]</p> <p>作出适当回应，然后再提问：</p> <p>喝什么？</p> <p>作出适当回应，然后再提问：</p>
4	<p>除了游泳以外，你去年还做了哪些运动？</p> <p>作出适当回应，然后再提问：</p>
5	<p>你觉得做运动重要吗？ [停顿]</p> <p>作出适当回应，然后再提问：</p> <p>为什么？</p> <p>作出适当回应结束对话。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	你的朋友
情境	<p>请说: 春节快到了，你会和你的朋友一起庆祝。我是你的朋友。</p>
问题	请问下面的问题：
1	我们这个星期几庆祝春节？ 作出适当回应，然后再提问：
2	春节的时候，中国人常常做些什么？ 作出适当回应，然后再提问：
3	去年春节你跟谁一起过的？ [停顿] 作出适当回应，然后再提问： 你觉得怎么样？ 作出适当回应，然后再提问：
4	你明年打算在哪里过春节？ 作出适当回应，然后再提问：
5	除了春节，你还喜欢哪个节日？ [停顿] 作出适当回应，然后再提问： 为什么？ 作出适当回应结束对话。

Teacher/examiner scripts – Role plays**CANDIDATE CARD 8**

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	你的朋友
情境	<p>请说: 你和你的朋友带小狗去公园玩儿。我是你的朋友。</p>
问题	<p>请问下面的问题:</p>
1	<p>你的狗是什么颜色的？</p> <p>作出适当回应，然后再提问：</p>
2	<p>我们几点去公园？</p> <p>作出适当回应，然后再提问：</p>
3	<p>去公园以后，我们会去哪儿？ [停顿]</p> <p>作出适当回应，然后再提问：</p> <p>做什么？</p> <p>作出适当回应，然后再提问：</p>
4	<p>你小时候养过什么别的宠物？</p> <p>作出适当回应，然后再提问：</p>
5	<p>你觉得有宠物好不好？ [停顿]</p> <p>作出适当回应，然后再提问：</p> <p>为什么？</p> <p>作出适当回应结束对话。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	<p>Say: 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</p>
问好(不在评估范围内)	<p>请说: 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。</p>

Role play	
学生:	你自己
老师:	一位顾客
情境	<p>请说: 你在上海的一家酒店工作。你跟一位顾客讲电话。我是那位顾客。</p>
问题	请问下面的问题:
1	你们酒店是哪年开门的? 作出适当回应, 然后再提问:
2	酒店有什么设施? 作出适当回应, 然后再提问:
3	明年, 酒店的房间每晚多少钱? 作出适当回应, 然后再提问:
4	你觉得哪个季节去上海最好? [停顿] 作出适当回应, 然后再提问: 为什么? 作出适当回应, 然后再提问:
5	上海有什么好玩的地方? [停顿] 作出适当回应, 然后再提问: 有什么好吃的东西? 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

- If necessary, encourage a fuller response by asking an extension question, e.g.

你能多说一点儿吗?
还有呢?
- 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.

Topic 1: Transport	
问题	请问下面的问题:
1	你的父母怎么上班?
2	你平时喜欢走路还是坐车?
3	你觉得每天走路有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 走路好还是坐汽车好? [停顿] 为什么?
4	请说说你上一次坐火车的经历。 如果需要, 可以问: 你上次坐火车去了哪儿? [停顿] 你在火车上做了什么?
5	将来你打算学开车吗? [停顿] 为什么? 如果需要, 可以问: 你以后要学开车吗? [停顿] 为什么?

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

- If necessary, encourage a fuller response by asking an extension question, e.g.

你能多说一点儿吗?
还有呢?
- 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.

Topic 2: Family	
问题	请问下面的问题:
1	你家有几口人?
2	谁的性格最好?
3	说说你跟家人做过的一个有趣的活动。 如果需要, 可以问: 你最近跟家人一起做了什么? [停顿] 你觉得怎么样?
4	你觉得有兄弟姐妹有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 有哥哥姐姐好不好? [停顿] 为什么?
5	将来你打算要孩子吗? [停顿] 为什么? 如果需要, 可以问: 你以后想要孩子吗? [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

• If necessary, encourage a fuller response by asking an extension question, e.g.

你能多说一点儿吗?
还有呢?

• 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.

Topic 3: Leisure time	
问题	请问下面的问题:
1	你喜欢看什么样的书?
2	你每天看书看多长时间?
3	你觉得在网上看书好吗? [停顿] 为什么? 如果需要, 可以问: 你喜欢在电脑上看书吗? [停顿] 为什么?
4	说说你小时候最喜欢的电影。[停顿] 为什么喜欢? 如果需要, 可以问: 你小时候喜欢看什么电影? [停顿] 为什么?
5	你将来打算试试什么新的活动? 如果需要, 可以问: 明年你会做什么新的活动?

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

• If necessary, encourage a fuller response by asking an extension question, e.g.

你能多说一点儿吗?
还有呢?

• 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.

Topic 4: Technology	
问题	请问下面的问题:
1	你喜欢在哪里玩电脑?
2	你昨天用电脑用了多长时间?
3	说说你这个周末打算用电脑做些什么。 如果需要, 可以问: 你下个星期会用电脑做什么?
4	你觉得中学生在学校用手机有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 中学生在学校用手机好不好? [停顿] 为什么?
5	你买东西的时候喜欢用手机付钱吗? [停顿] 为什么? 如果需要, 可以问: 你喜欢用手机买东西吗? [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"> • If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? • 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. 			

Topic 5: Education	
问题	请问下面的问题:
1	你最喜欢的课程是什么?
2	那个课程的老师怎么样?
3	中学毕业后, 你打算上大学吗? [停顿] 为什么? 如果需要, 可以问: 你以后想上大学吗? [停顿] 为什么?
4	你觉得星期六上学有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 你觉得星期六上学好不好? [停顿] 为什么?
5	说说你参加过的一个学校交换活动。[停顿] 你觉得怎么样? 如果需要, 可以问: 你在哪里做过交换学生? [停顿] 你觉得怎么样?

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

- If necessary, encourage a fuller response by asking an extension question, e.g.
 你能多说一点儿吗?
 还有呢?
- 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.

Topic 6: The international world	
问题	请问下面的问题:
1	你在家说什么语言?
2	是谁教你中文的?
3	说说你怎么样学习外语。 如果需要, 可以问: 你怎么练习中文?
4	如果你明年去中国, 你会参观什么名胜古迹? [停顿] 会买什么纪念品? 如果需要, 可以问: 如果你明年去中国, 你会去什么地方? [停顿] 你会买什么?
5	你觉得旅游有什么好处或者坏处? 如果需要, 可以问: 你觉得旅游好不好? [停顿] 为什么?

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

- If necessary, encourage a fuller response by asking an extension question, e.g.

你能多说一点儿吗?
还有呢?
- 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.

Topic 7: The world of work	
问题	请问下面的问题:
1	你父母做什么工作?
2	他们在哪儿工作?
3	你觉得在家里工作好还是在办公室工作好? [停顿] 为什么? 如果需要, 可以问: 在家里工作好不好? [停顿] 为什么?
4	你以前做过什么义工? 如果需要, 可以问: 你在哪里做过义工? [停顿] 做了什么?
5	你将来想跟什么样的人一起工作? [停顿] 为什么? 如果需要, 可以问: 你以后想跟谁一起工作? [停顿] 为什么?

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