



Cambridge IGCSE™

MANDARIN CHINESE

0547/03

Paper 3 Speaking

May/June 2025

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:
• 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.	• 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 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.			

- 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 correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at **www.cambridgeinternational.org/samples**

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	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (e.g. use of prepositions) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• 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	• 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	• 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	• 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	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• 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		• 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	• 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	• 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	• 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	• 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	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

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		

[illegible]

Name of examiner completing this form IN CAPITALS:		Examiner's signature:		Date:	
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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	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
问好(不在评估范围内)	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。

Role play	
学生: 老师:	你自己 出租车司机
情境	请说: 你在北京旅游。你在出租车上跟司机说话。我是那位司机。
问题	请问下面的问题:
1	你想去哪儿? 作出适当回应, 然后再提问:
2	你是哪里人? 作出适当回应, 然后再提问:
3	你来北京多长时间了? 作出适当回应, 然后再提问:
4	你觉得北京怎么样? [停顿] 为什么? 作出适当回应, 然后再提问:
5	你打算在北京买些什么? [停顿] 买给谁? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生: 老师:	你自己 商店的经理
情境	请说: 你在服装店申请工作。你跟经理说话。我是那位经理。
问题	请问下面的问题:
1	你多大了? 作出适当回应, 然后再提问:
2	你以前做过什么工作? 作出适当回应, 然后再提问:
3	你为什么想来这里工作? 作出适当回应, 然后再提问:
4	你想一个星期工作几天? [停顿] 你可以什么时候开始? 作出适当回应, 然后再提问:
5	在学校, 你最喜欢什么科目? [停顿] 为什么? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生: 老师:	你自己 运动中心的工作人员
情境	请说: 在运动中心的时候, 你的背包不见了。你跟工作人员说话。我是那位工作人员。
问题	请问下面的问题:
1	你的背包是什么颜色的? 作出适当回应, 然后再提问:
2	背包里面有什么? 作出适当回应, 然后再提问:
3	你的背包是什么时候不见的? 作出适当回应, 然后再提问:
4	你哪一年开始来运动中心做运动的? [停顿] 你觉得这里怎么样? 作出适当回应, 然后再提问:
5	你现在去哪里? [停顿] 我们怎么找你? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生:	你自己
老师:	售货员
情境	请说: 你在商店买生日蛋糕。你跟售货员说话。我是那位售货员。
问题	请问下面的问题:
1	你给谁买生日蛋糕? <i>作出适当回应, 然后再提问:</i>
2	他 / 她的生日是几月几号? <i>作出适当回应, 然后再提问:</i>
3	你以前买过什么样的生日蛋糕? [停顿] 你觉得怎么样? <i>作出适当回应, 然后再提问:</i>
4	生日蛋糕要送到什么地方? [停顿] 要生日卡吗? <i>作出适当回应, 然后再提问:</i>
5	你们那天除了吃蛋糕, 还会做什么? <i>作出适当回应结束对话。</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生: 老师:	你自己 大学生
情境	请说: 你参加一所大学的开放日。你跟一位大学生说话。我是那位大学生。
问题	请问下面的问题:
1	你在哪儿上中学? 作出适当回应, 然后再提问:
2	你上几年级? 作出适当回应, 然后再提问:
3	你今天是怎么来这里的? [停顿] 你和谁一起来的? 作出适当回应, 然后再提问:
4	你对大学的哪些课程有兴趣? 作出适当回应, 然后再提问:
5	上大学的时候, 你想住在家里还是住在宿舍? [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	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生:	你自己
老师:	你的朋友
情境	请说: 你请你的朋友一起去动物园。你跟你的朋友说话。我是你的朋友。
问题	请问下面的问题:
1	动物园在哪儿? 作出适当回应, 然后再提问:
2	我们走路去还是坐车去? 作出适当回应, 然后再提问:
3	我们怎么买门票? 作出适当回应, 然后再提问:
4	你最想看什么动物? [停顿] 为什么? 作出适当回应, 然后再提问:
5	你上一次去动物园是什么时候? [停顿] 你跟谁一起去的? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生:	你自己
老师:	你的老师
情境	请说: 这个周末你会去奶奶家帮忙做家务。你跟你的老师说话。我是你的老师。
问题	请问下面的问题:
1	你奶奶住在哪里? <i>作出适当回应, 然后再提问:</i>
2	你一般怎么去那儿? <i>作出适当回应, 然后再提问:</i>
3	这个周末, 你会帮奶奶做什么家务? [停顿] 你会在她家呆多久? <i>作出适当回应, 然后再提问:</i>
4	你从几岁开始帮奶奶做家务? <i>作出适当回应, 然后再提问:</i>
5	你喜欢帮奶奶做家务吗? [停顿] 为什么? <i>作出适当回应结束对话。</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生:	你自己
老师:	你的同学
情境	请说: 你安排同学们这个星期去爬山。你跟你的同学说话。我是你的同学。
问题	请问下面的问题:
1	我们去哪里爬山? 作出适当回应, 然后再提问:
2	山上有什么有趣的地方? 作出适当回应, 然后再提问:
3	我们星期几去? 作出适当回应, 然后再提问:
4	那天的天气怎么样? [停顿] 我们应该带什么? 作出适当回应, 然后再提问:
5	你小时候喜欢爬山吗? [停顿] 为什么? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	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
问好(不在评估范围内)	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。

Role play	
学生: 老师:	你自己 一位住校生
情境	请说: 你请学校的一位住校生去你家吃饭。我是那位住校生。
问题	请问下面的问题:
1	我几点去你家? 作出适当回应, 然后再提问:
2	你家离学校多远? 作出适当回应, 然后再提问:
3	我们会吃些什么? [停顿] 谁会跟我们一起吃饭? 作出适当回应, 然后再提问:
4	我们吃完饭做什么? 作出适当回应, 然后再提问:
5	你上次去外面吃饭去了哪里? [停顿] 你觉得怎么样? 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: 日常生活	
问题	请问下面的问题:
1	你早上几点起床?
2	你在哪儿吃早饭?
3	说说上个星期五你放学回家后做了些什么。 如果需要, 可以问: 上个星期五, 你在家做了什么?
4	你觉得看电视有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 你觉得看电视好不好? [停顿] 为什么?
5	你将来买房子的时候, 有自己的花园很重要吗? [停顿] 为什么? 如果需要, 可以问: 你将来想有自己的花园吗? [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: 家庭生活	
问题	请问下面的问题:
1	你家有谁?
2	你家在哪里?
3	如果有机会, 你会养宠物吗? [停顿] 为什么? 如果需要, 可以问: 你想要一只小猫还是小狗? [停顿] 为什么?
4	你觉得父母给孩子零花钱有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 妈妈爸爸每个星期给你钱买东西好不好? [停顿] 为什么?
5	你和家人上次出门时用了什么交通方式? [停顿] 你们去了哪儿? 如果需要, 可以问: 你昨天坐了公共汽车还是火车出去玩儿? [停顿] 你去了哪儿?

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: 健康生活	
问题	请问下面的问题:
1	你最喜欢喝什么饮料?
2	你一般什么时候喝[饮料]?
3	为了身体更健康, 你会多吃哪些食物? 如果需要, 可以问: 你会多吃什么食物让身体更好?
4	你上小学的时候做过哪些运动? [停顿] 你觉得怎么样? 如果需要, 可以问: 你在小学喜欢做什么运动? [停顿] 你觉得怎么样?
5	你觉得现在的中学生睡觉睡得够不够? [停顿] 为什么? 如果需要, 可以问: 你每天睡几个小时? [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
- 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: 居住环境	
问题	请问下面的问题:
1	你一般去哪里买食物?
2	去那里要多长时间?
3	你觉得商店应该给顾客塑料袋吗? [停顿] 为什么? 如果需要, 可以问: 买东西的时候, 你常常用自己的袋子吗? [停顿] 为什么?
4	说说你在学校做过什么对环境好的事情。 如果需要, 可以问: 上个星期, 你做了什么让学校环境更好?
5	如果可能, 你将来想住在海边吗? [停顿] 为什么? 如果需要, 可以问: 你以后想住在海边吗? [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
- 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: 科技	
问题	请问下面的问题:
1	你喜欢发短信还是电子邮件?
2	你每天发多少个 [短信 / 电子邮件] ?
3	说说你上个星期用了什么样的网站? 如果需要, 可以问: 你昨天上网做了什么? [停顿] 你觉得怎么样?
4	你觉得中学生每天上网多长时间比较合适? [停顿] 为什么? 如果需要, 可以问: 你觉得中学生上网的时间太长吗? [停顿] 为什么?
5	将来你打算上网学习哪些新的知识? [停顿] 为什么? 如果需要, 可以问: 将来你会上网学什么? [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
- 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: 国家和节日	
问题	请问下面的问题:
1	你是在哪个国家出生的?
2	你在那里生活了多久?
3	我将来去[国家]的时候, 应该参观哪些地方? 如果需要, 可以问: 在那里, 我应该去什么地方玩儿?
4	说说一个中国的传统节日。 如果需要, 可以问: 春节的时候, 中国人吃些什么? [停顿] 做些什么?
5	你觉得过节的时候, 跟家人在一起重要吗? [停顿] 为什么? 如果需要, 可以问: 你喜欢跟家人过新年吗? [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: 教育	
问题	请问下面的问题:
1	你每天有几节课?
2	你们的校长是男的还是女的?
3	说说你去年学习汉语的经历。 如果需要, 可以问: 你去年中文学得怎么样? [停顿] 你觉得什么最有意思?
4	学校开家长会有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 学校有家长会好不好? [停顿] 为什么?
5	你暑假打算参加夏令营吗? [停顿] 为什么? 如果需要, 可以问: 你假期想参加学校的活动吗? [停顿] 为什么?

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