



# Cambridge IGCSE™

**MANDARIN CHINESE**

**0547/03**

Paper 3 Speaking

**May/June 2022**

INSTRUCTIONS FOR TEACHERS/EXAMINERS

**Approximately 10 minutes**

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

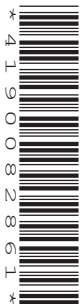
## INSTRUCTIONS

- 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**

<b>You need:</b>	<b>Each candidate needs:</b>
<ul style="list-style-type: none"><li>• this instruction booklet</li><li>• a copy of the mark schemes provided in this instruction booklet</li><li>• copies of the working mark sheet (WMS) (please download from the samples database at <b><a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a></b>)</li><li>• recording equipment</li><li>• a timer or clock (but not a timer on a phone)</li><li>• the list of candidate names and numbers</li><li>• a black or blue pen for marking</li><li>• a quiet room for the preparation time</li><li>• a quiet room for the speaking test.</li></ul>	<ul style="list-style-type: none"><li>• one candidate card.</li></ul>

## Preparation in advance of the speaking test

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

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

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

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

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

## On the day of the speaking test

### Before each candidate's test

You must:

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

### During each candidate's test

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

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

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Candidate card number: *3*

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

**Topic conversation 2**

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

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



### After each candidate's speaking test

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

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

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

centre number\_candidate number\_syllabus number\_component number
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2022).

## Mark schemes

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

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

Marking should be positive, rewarding achievement.

### Role play mark scheme

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

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

## Topic conversation mark schemes

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

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

### Communication

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

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

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

### Quality of Language

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

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

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



## Randomisation instructions

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

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

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

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

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

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

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 1

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

Role play	
学生: 老师:	你自己 你的朋友
情境	<b>请说:</b> 你跟你的朋友谈你的生日。我是你的朋友。
问题	<b>请问下面的问题:</b>
<b>1</b>	你的生日是几月几号?  <i>作出适当回应, 然后再提问:</i>
<b>2</b>	你想要什么礼物?  <i>作出适当回应, 然后再提问:</i>
<b>3</b>	过生日的时候, 你想吃什么?  <i>作出适当回应, 然后再提问:</i>
<b>4</b>	你今年打算在哪儿过生日? [停顿]  为什么?  <i>作出适当回应, 然后再提问:</i>
<b>5</b>	你去年过生日的时候, 跟谁在一起? [停顿]  你觉得怎么样?  <i>作出适当回应结束对话。</i>



## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

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

Role play	
学生: 老师:	你自己 你的朋友
情境	<b>请说:</b> 你和你的朋友要去一家饭馆吃饭。我是你的朋友。
问题	<b>请问下面的问题:</b>
<b>1</b>	我们去什么饭馆吃饭?  作出适当回应, 然后再提问:
<b>2</b>	我们怎么去?  作出适当回应, 然后再提问:
<b>3</b>	你想什么时候去?  作出适当回应, 然后再提问:
<b>4</b>	你上一次去饭馆吃了什么? [停顿]  你觉得怎么样?  作出适当回应, 然后再提问:
<b>5</b>	你喜欢在家里吃饭还是出去吃饭? [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	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
问好(不在评估范围内)	<p><b>请说:</b>            你好! / 早上好! / 下午好!            你好吗? / 你今天怎么样?            我们现在开始口试。</p>

Role play	
学生: 老师:	你自己 医生
情境	<p><b>请说:</b>            你今天病了, 去看医生。我是医生。</p>
问题	<b>请问下面的问题:</b>
1	你多大了?  <i>作出适当回应, 然后再提问:</i>
2	你哪儿不舒服?  <i>作出适当回应, 然后再提问:</i>
3	昨天你吃了什么? [停顿]  你觉得怎么样?  <i>作出适当回应, 然后再提问:</i>
4	你做什么体育活动?  <i>作出适当回应, 然后再提问:</i>
5	你想吃药还是打针? [停顿]  为什么?  <i>作出适当回应结束对话。</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

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

Role play	
学生: 老师:	你自己 你的朋友
情境	<b>请说:</b> 你和你的朋友打算去上海。你们在火车站买票。我是你的朋友。
问题	<b>请问下面的问题:</b>
<b>1</b>	我们买几点的火车票?  <i>作出适当回应, 然后再提问:</i>
<b>2</b>	火车票多少钱一张?  <i>作出适当回应, 然后再提问:</i>
<b>3</b>	在上海, 你想做什么?  <i>作出适当回应, 然后再提问:</i>
<b>4</b>	你上一次坐火车去了什么地方? [停顿]  你觉得怎么样?  <i>作出适当回应, 然后再提问:</i>
<b>5</b>	你更喜欢坐飞机还是坐火车? [停顿]  为什么?  <i>作出适当回应结束对话。</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 5

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

Role play	
学生: 老师:	你自己 机场工作人员
情境	<b>请说:</b> 你刚到北京机场, 跟一位工作人员说话。我是机场工作人员。
问题	<b>请问下面的问题:</b>
<b>1</b>	你是哪国人?  <i>作出适当回应, 然后再提问:</i>
<b>2</b>	在北京, 你住哪里?  <i>作出适当回应, 然后再提问:</i>
<b>3</b>	在北京的时候, 你会参观什么地方? [停顿]  为什么?  <i>作出适当回应, 然后再提问:</i>
<b>4</b>	你学中文几年了?  <i>作出适当回应, 然后再提问:</i>
<b>5</b>	你觉得学中文什么最难? [停顿]  为什么?  <i>作出适当回应结束对话。</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

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

Role play	
学生: 老师:	你自己 老人院的经理
情境	<b>请说:</b> 你要在一家老人院做义工。你跟经理说话。我是老人院的经理。
问题	<b>请问下面的问题:</b>
<b>1</b>	你现在上几年级?  <i>作出适当回应, 然后再提问:</i>
<b>2</b>	你什么时候可以开始做义工?  <i>作出适当回应, 然后再提问:</i>
<b>3</b>	在老人院, 你想为老人做什么?  <i>作出适当回应, 然后再提问:</i>
<b>4</b>	你以前在什么地方做过义工? [停顿]  你觉得怎么样?  <i>作出适当回应, 然后再提问:</i>
<b>5</b>	你明年打算学习什么? [停顿]  为什么?  <i>作出适当回应结束对话。</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 7

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

Role play	
学生: 老师:	你自己 你的朋友
情境	<b>请说:</b> 你搬家了。你的朋友给你打电话问你新家的情况。我是你的朋友。
问题	<b>请问下面的问题:</b>
<b>1</b>	你是什么时候搬家的?  作出适当回应, 然后再提问:
<b>2</b>	你家有几个房间?  作出适当回应, 然后再提问:
<b>3</b>	你的卧室是什么颜色的?  作出适当回应, 然后再提问:
<b>4</b>	你家附近有什么地方? [停顿]  你觉得怎么样?  作出适当回应, 然后再提问:
<b>5</b>	你家离学校远不远? [停顿]  你打算怎么上学?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 8

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

Role play	
学生: 老师:	你自己 警察
情境	<b>请说:</b> 在西安玩儿的时候, 你的照相机不见了。你跟一位警察说话。我是警察。
问题	<b>请问下面的问题:</b>
<b>1</b>	你的照相机是什么时候不见的?  作出适当回应, 然后再提问:
<b>2</b>	照相机是什么颜色的?  作出适当回应, 然后再提问:
<b>3</b>	你在西安去了哪儿? [停顿]  为什么?  作出适当回应, 然后再提问:
<b>4</b>	你在西安住在什么地方? [停顿]  你觉得那儿的人怎么样?  作出适当回应, 然后再提问:
<b>5</b>	如果找不到照相机, 你会怎么办?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 9

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

Role play	
学生: 老师:	你自己 你的朋友
情境	<b>请说:</b> 今天你和你的朋友打算去听音乐会。我是你的朋友。
问题	<b>请问下面的问题:</b>
<b>1</b>	音乐会在哪里举行?  <i>作出适当回应, 然后再提问:</i>
<b>2</b>	几点开始?  <i>作出适当回应, 然后再提问:</i>
<b>3</b>	你喜欢听什么样的音乐? [停顿]  为什么?  <i>作出适当回应, 然后再提问:</i>
<b>4</b>	你上一次去听音乐会是在什么时候? [停顿]  你觉得怎么样?  <i>作出适当回应, 然后再提问:</i>
<b>5</b>	音乐会以后, 你要做什么?  <i>作出适当回应结束对话。</i>



## Teacher/examiner scripts – Topic conversations

## TOPIC 1

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

Topic 1: Leisure Time	
问题	请问下面的问题:
1	你喜欢做哪些运动?
2	你常常跟谁一起 [做运动] ?
3	说说你上次野餐的经历。 [停顿] 你觉得怎么样?  如果需要, 可以问:  你上次在哪儿野餐? 吃了什么? 喝了什么? [停顿] 你觉得怎么样?
4	你觉得有不同的爱好重要吗? [停顿] 为什么?  如果需要, 可以问:  有爱好好不好? [停顿] 为什么?
5	下个周末, 你会帮忙做哪些家务?  如果需要, 可以问:  下个周末, 你会帮家人做什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 2

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

Topic 2: Food and Drink	
问题	请问下面的问题:
1	你晚饭一般吃什么?
2	睡觉以前, 你喜欢喝什么?
3	你觉得我们应该吃肉吗? [停顿] 为什么?  如果需要, 可以问:  你吃肉吗? [停顿] 为什么?
4	谈谈你小时候的生活习惯。  如果需要, 可以问:  小的时候, 你喜欢吃什么? 做什么运动? [停顿] 你觉得健康吗?
5	将来你会自己在家里做饭吗? [停顿] 为什么?  如果需要, 可以问:  你以后会给家人做饭吗? [停顿] 为什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 3

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

Topic 3: Self, family and friends	
问题	请问下面的问题:
1	你最好的朋友长什么样?
2	你们是怎么认识的?
3	说说你最近跟朋友过的一天。[停顿] 你觉得怎么样?  如果需要, 可以问:  你昨天跟朋友一起做了什么? [停顿] 你觉得怎么样?
4	你觉得家人比朋友更重要吗? [停顿] 为什么?  如果需要, 可以问:  你觉得家人最重要吗? [停顿] 为什么?
5	如果有机会, 你想跟朋友一起住吗? [停顿] 为什么?  如果需要, 可以问:  上大学的时候, 你想跟朋友一起住吗? [停顿] 为什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 4

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

Topic 4: Shopping	
问题	请问下面的问题:
1	你一般跟谁一起买东西?
2	你喜欢去什么样的商店?
3	<p>说说你上次去超市买菜的经历。[停顿] 你觉得怎么样?</p> <p>如果需要, 可以问:</p> <p>你上次去超市买了什么吃的? 花了多少钱? [停顿] 你觉得怎么样?</p>
4	<p>你觉得上网购物有什么好处? [停顿] 有什么坏处?</p> <p>如果需要, 可以问:</p> <p>你觉得上网买东西好不好? [停顿] 为什么?</p>
5	<p>如果你有很多钱, 你想怎么花? [停顿] 为什么?</p> <p>如果需要, 可以问:</p> <p>如果你有很多钱, 你会买些什么? [停顿] 为什么?</p>

## Teacher/examiner scripts – Topic conversations

## TOPIC 5

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

Topic 5: The international world	
问题	请问下面的问题:
1	你是从哪个国家来的?
2	那里的气候怎么样?
3	今年的新年, 你是怎么庆祝的? [停顿] 你觉得怎么样?  如果需要, 可以问:  今年的新年, 你是怎么过的? [停顿] 和谁一起过的? [停顿] 你觉得怎么样?
4	你觉得参观名胜古迹重要吗? [停顿] 为什么?  如果需要, 可以问:  看有名的景点重要吗? [停顿] 为什么?
5	如果将来有机会, 你想去国外工作吗? [停顿] 为什么?  如果需要, 可以问:  你以后想在外国工作吗? [停顿] 为什么?

## Teacher/examiner scripts – Topic conversations

## TOPIC 6

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

Topic 6: Education/work	
问题	请问下面的问题:
1	你的学校有多少学生?
2	学校有哪些设施?
3	<p>说说你昨天在学校是怎么过的。</p> <p>如果需要, 可以问:</p> <p>昨天你在学校上了什么课? [停顿] 做了什么活动?</p>
4	<p>你觉得中学生在假期打工有什么好处? 有什么坏处?</p> <p>如果需要, 可以问:</p> <p>你觉得中学生打工好不好? [停顿] 为什么?</p>
5	<p>你将来打算做什么样的工作? [停顿] 为什么?</p> <p>如果需要, 可以问:</p> <p>你以后想做什么工作? [停顿] 为什么?</p>

## Teacher/examiner scripts – Topic conversations

## TOPIC 7

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

Topic 7: Living environment	
问题	请问下面的问题:
1	你住在哪里?
2	在那里有什么公共设施?
3	说说你上一次去海边的经历。[停顿] 你觉得怎么样?  如果需要, 可以问:  你上一次去海边做了什么? [停顿] 你是怎么去的? [停顿] 你觉得怎么样?
4	你住的地方有哪些环境问题? [停顿] 你觉得怎么样?  如果需要, 可以问:  你家附近有什么环境问题? [停顿] 有水污染吗?
5	为了让环境更好, 我们应该怎么做?  如果需要, 可以问:  我们可以做些什么事让环境更好?

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