

# Cambridge IGCSE™

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**MANDARIN CHINESE**

**0547/03**

Paper 3 Speaking

**For examination from 2028**

**SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS**



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

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**INSTRUCTIONS**

- This document contains the examiner's scripts for the Role plays and Topic conversations.
- 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 (4 minutes)
  - Topic conversation 2 (4 minutes).

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This document has **30** 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(s)/examiner(s) 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
- conduct the test in accordance with these instructions and the *Cambridge Handbook*
- 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 in full for **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	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	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

## Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> <li>• this 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 <a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a>)</li> <li>• recording equipment</li> <li>• a timer or clock</li> <li>• the list of candidate names and numbers</li> <li>• a black or blue pen for marking</li> <li>• additional paper and pens for the candidates during their preparation time</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
- read the regulations in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role plays 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)
- make sure that the preparation room has paper and pens for candidates to use during their preparation time
- 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:**

- 1 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
- 2 select a candidate card using the randomisation instructions on pages 15–16
- 3 give the candidate card to the candidate in the preparation room
- 4 tell the candidate that they have 10 minutes to prepare
- 5 tell the candidate to write their name and candidate number on any notes
- 6 collect any notes that the candidate has made **before** the speaking test starts. The candidate must **not** have access to them during the speaking test. The notes must be retained by the teacher/examiner and then stored securely at the centre until after certificates have been issued
- 7 find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- 8 enter the candidate's number, their name, the candidate card number and topic conversation numbers on the working mark sheet.

## During each candidate's test

- 9 If the candidate has made any notes on an additional piece of paper, they must give these to the teacher/examiner before the speaking test starts. The candidate must **not** have access to them during the speaking test.
- 10 You must only conduct each test **once**.
- 11 At the start of the test, press 'record' on the recording equipment.
- 12 **Once the recording has started, you must not stop or pause the recording at any point during the test.**
- 13 Say your name, the candidate's number, the candidate's name, the candidate card number and the date. For example:
 

'Teacher/examiner name: *Joe Bloggs*  
 Candidate number: *0031*  
 Candidate name: *Anita Cheng*  
 Candidate card number: *3*  
 Date: *[the date on which the test is conducted]*'
- 14 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: 4 minutes and topic conversation 2: 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

- 15 Greet the candidate using the prompts provided. This is **not** assessed.
- 16 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet (except for when selecting a gender for the examiner role).
- 17 Ask the first role play question **exactly as it is printed**. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.  
 Note: you **can** repeat any role play question **once** if the candidate did not hear, has not understood, or has given an ambiguous response. However, you **must not** rephrase any questions, use extension questions, or ask questions of your own during the role play. If the candidate still cannot answer the question after you have repeated it, move on to the next task.
- 18 Listen to the candidate's answer. Remember that brief answers, as long as they complete the task fully, can be awarded two marks.
- 19 Assess the candidate's answer using the role play mark scheme and enter the mark on the working mark sheet (WMS). 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.

20 Repeat the process described above in points 17–19 for each role play question, until you have asked **all** of the role play questions.

21 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**

22 Go to the correct topic conversation in this instruction booklet as per the randomisation grid on pages 15–16.

23 Say to the candidate in Chinese: ‘First we are going to talk about [name of the first topic]’.

24 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.

25 Listen carefully to and acknowledge the candidate’s answer to each question.

26 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 ...?’.

<b>Questions</b>	<b>If the candidate does not give a relevant answer</b>	<b>If the candidate still does not give a relevant answer</b>	<b>If the candidate still does not give a relevant answer</b>
1 and 2	Repeat the question <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the <b>alternative</b> 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 <b>extension</b> 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 further</b> questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

There are definitions of alternative, extension and further questions in the glossary on page 10.

### Topic conversation 2

27 Go to the correct topic conversation in this instructions booklet as per the randomisation grid on pages 15–16.

28 Say to the candidate in Chinese: ‘Now we are going to talk about [name of the second topic]’.

29 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.

30 Listen carefully to and acknowledge the candidate’s answer to each question.

31 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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the <b>alternative</b> question(s) provided (and repeat it <b>once</b> if necessary)	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 4 minutes.

There are definitions of alternative, extension and further questions in the glossary on page 10.

32 When **both** topic conversations have been completed, award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the tables in the mark scheme.

33 Enter the mark for Communication and the mark for Quality of Language on the working mark sheet.

### After each candidate's speaking test

- 34 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 35 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 36 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.
- 37 You must keep any additional pieces of paper with candidate notes on. They must have the candidate's name and number on them. The notes must be kept securely until after certificates have been issued.

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

- Store any candidate notes securely and destroy only when certificates have been issued.
- Add up the marks for each candidate on the working mark sheet (WMS) and enter the total mark in the appropriate column. 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(s) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)
- Each recorded file in the sample must be clearly named using the correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## Glossary

In certain cases, you may need to use alternative, extension and further questions.

### Using alternative questions

An **alternative question** tests the same task and language area as the first version of the question set by Cambridge in Questions 3–5 of a topic conversation. The language of an alternative question is easier than the first set question and has been set by Cambridge to make the question more accessible. The aim of an alternative question is to give candidates more support in understanding the set task, if required, and to enable them to access the available marks.

The topic conversations each have five set questions. You must read these exactly as printed. In the interest of fairness to all candidates, you must **not** paraphrase the set questions in your own words as this changes the nature and difficulty of the set task. You should read the first set question in Questions 3–5 and, if the candidate does not understand or gives an ambiguous response, the first set question should be repeated. If the candidate still cannot answer, you should then use the alternative question and repeat it once if necessary. You must not go straight to the alternative question before reading the first set question. If you need to use the alternative question, do not tell the candidate you are using the alternative question as this can be confusing for them. Do not use the alternative questions on a topic as extension questions.

### Using extension questions

**Extension questions** may be asked during a topic conversation when candidates answer too briefly and it is clear that they might not be saying enough to fill the time of 4 minutes for a topic. The aim of an extension question is to invite candidates to say more, develop their answers and work for the available marks during the 4 minutes. This is especially important during Questions 3–5 on the topics.

The extension question must be worded carefully so that the teacher/examiner does not give or suggest vocabulary, structures or ideas to the candidate. You should use neutral wordings in the language being tested, such as:

‘Tell me more about ...’  
 ‘What else can you tell me about ...?’  
 ‘Is there anything else you want to say about ...?’

Extension questions can be asked on both the first and second topics.

### Using further questions

Up to two **further questions** of your choice may be asked at the end of the five set questions on a topic conversation if timings are shorter than 3½ minutes to make sure the conversation lasts 4 minutes. The two questions must be on the same topic as the one being tested. Do not ask more than two further questions even if timings are short.

You should carefully consider the ability of the candidate and differentiate the difficulty of further questions accordingly. Further questions such as ‘Where did you go on holiday last year?’ may be suitable for weaker candidates but do not offer the possibility of development to more able candidates. In such a case, a more open question such as ‘What did you enjoy doing last year on holiday?’ would be more suitable and would give them the chance to say more. In your preparation time before the tests, you should familiarise yourself with the scripts and think of possible questions which you could use on each of the set topics for the session. Your further questions should not duplicate the content of the five Cambridge set questions. Do not use the alternative questions on a topic as your

own further questions on the same topic as this can lead to repetition of material. Try to vary further questions between candidates according to their individual ability.

## 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 <b>together</b>	15 marks for Communication	15
Topic conversations 1 and 2 <b>together</b>	15 marks for Quality of Language	15
<b>TOTAL MARK</b>		<b>40</b>

Marking should be positive and reward achievement.

### Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- Brief answers, if appropriate and which complete the task(s) fully, can be awarded two marks.
- 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"> <li>• The information is fully communicated.</li> <li>• Language is appropriate to the situation.</li> <li>• If a verb is used, the time frame is clear and appropriate.</li> <li>• Minor errors (such as adjective endings and use of prepositions) are allowed.</li> </ul>
1	<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>
0	<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.

marks	descriptor	
<b>13–15</b>	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Responds confidently to questions; may require repetition of occasional 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>
<b>10–12</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>• Responds well to questions; may require occasional repetition of questions and/or occasional use of the alternative questions provided.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons and explanations for some answers.</li> </ul>
<b>7–9</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; requires repetition of some questions and/or 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>
<b>4–6</b>	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Responds with difficulty; requires repetition of many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>
<b>1–3</b>	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions, despite repetition, and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
<b>0</b>		<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.

Note 'structures listed in the syllabus' includes the use of verbs.

marks		descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>Consistently 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 errors 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>

## Working mark sheet (WMS)

Cambridge IGCSE / Cambridge IGCSE (9–1) / Cambridge O Level Languages: Speaking Test Working Mark Sheet

## Randomisation instructions

Each candidate must be allocated one of six 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, you should continue the sequence as shown in the table. For example, if you conduct 20 tests on the first day, you should start the second day from row 21 of the table.

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 2	topic 4
candidate 2	2	topic 3	topic 5
candidate 3	3	topic 2	topic 6
candidate 4	4	topic 1	topic 5
candidate 5	5	topic 1	topic 6
candidate 6	6	topic 3	topic 4
candidate 7	1	topic 3	topic 6
candidate 8	2	topic 1	topic 6
candidate 9	3	topic 2	topic 5
candidate 10	4	topic 3	topic 4
candidate 11	5	topic 2	topic 5
candidate 12	6	topic 1	topic 4
candidate 13	1	topic 1	topic 4
candidate 14	2	topic 2	topic 5
candidate 15	3	topic 3	topic 6
candidate 16	4	topic 2	topic 5
candidate 17	5	topic 1	topic 4
candidate 18	6	topic 3	topic 6
candidate 19	1	topic 3	topic 4
candidate 20	2	topic 2	topic 6
candidate 21	3	topic 3	topic 5
candidate 22	4	topic 2	topic 4

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 23	5	topic 1	topic 5
candidate 24	6	topic 1	topic 6
candidate 25	1	topic 2	topic 6
candidate 26	2	topic 1	topic 5
candidate 27	3	topic 3	topic 4
candidate 28	4	topic 1	topic 4
candidate 29	5	topic 2	topic 6
candidate 30	6	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>	<p><b>Say:</b>            Your name, e.g. Joe Bloggs            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:	你自己
老师:	你的朋友
情境	<p><b>请说:</b>            你打算去动物园。你的朋友想跟你一起去。我是你的朋友。</p>
问题	<b>请问下面的问题:</b>
1	动物园今天几点开门?  作出适当回应, 然后再提问:
2	我们怎么去?  作出适当回应, 然后再提问:
3	你午餐想吃什么? [停顿] 喝什么?  作出适当回应, 然后再提问:
4	你上一次去动物园看到了哪些动物? [停顿] 你觉得怎么样?  作出适当回应, 然后再提问:
5	去动物园以后, 你想做什么?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

Start the recording	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Joe Bloggs            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:	你自己
老师:	你的朋友
情境	<p><b>请说:</b>            你和你的朋友在服装店。你想买一件衣服。我是你的朋友。</p>
问题	<b>请问下面的问题:</b>
1	<p>你想买什么衣服?            作出适当回应, 然后再提问:</p>
2	<p>你打算花多少钱?            作出适当回应, 然后再提问:</p>
3	<p>你想要什么颜色的? [停顿] 为什么?            作出适当回应, 然后再提问:</p>
4	<p>你打算什么时候穿这件新衣服?            作出适当回应, 然后再提问:</p>
5	<p>去年你是在网上还是在商店买的衣服? [停顿] 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	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Joe Bloggs            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:	你自己
老师:	酒店的工作人员
情境	<p><b>请说:</b>            你在一家酒店想换房间。你在跟酒店的工作人员说话。我是酒店的工作人员。</p>
问题	请问下面的问题:
1	你的房间号是多少?  作出适当回应, 然后再提问:
2	你还要住几天?  作出适当回应, 然后再提问:
3	你的房间有什么问题?  作出适当回应, 然后再提问:
4	你觉得今天的早饭怎么样? [停顿] 除了餐厅, 你还用了酒店的哪些设施?  作出适当回应, 然后再提问:
5	你明天会去参观什么地方? [停顿] 为什么?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

Start the recording	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Joe Bloggs            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:	你自己
老师:	健身房的工作人员
情境	<p><b>请说:</b>            你第一次去健身房。健身房的工作人员问你一些问题。我是健身房的工作人员。</p>
问题	<b>请问下面的问题:</b>
1	你每天晚上睡几个小时?  作出适当回应, 然后再提问:
2	晚上肚子饿的时候, 你吃什么?  作出适当回应, 然后再提问:
3	在学校, 你最喜欢的运动是什么? [停顿] 为什么?  作出适当回应, 然后再提问:
4	你上一次做运动是什么时候? [停顿] 在哪里做的?  作出适当回应, 然后再提问:
5	为了健康, 你将来会怎么做?  作出适当回应结束对话。

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 5

Start the recording	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Joe Bloggs            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:	你自己
老师:	旅行社的工作人员
情境	<p><b>请说:</b>            你在北京的旅行社。你跟那里的工作人员说话。我是旅行社的工作人员。</p>
问题	请问下面的问题:
1	<p>你是哪国人?            作出适当回应, 然后再提问:</p>
2	<p>你打算在北京待多久?            作出适当回应, 然后再提问:</p>
3	<p>在北京, 你要参观哪些地方?            作出适当回应, 然后再提问:</p>
4	<p>你在哪儿学的中文? [停顿] 你觉得学中文什么最难?            作出适当回应, 然后再提问:</p>
5	<p>你还想去中国哪个城市? [停顿] 为什么?            作出适当回应结束对话。</p>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

Start the recording	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Joe Bloggs            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:	你自己
老师:	你的朋友
情境	<p><b>请说:</b>            你要跟你的朋友出去吃饭。你跟你的朋友说话。我是你的朋友。</p>
问题	<b>请问下面的问题:</b>
1	你想去什么样的饭馆? 作出适当回应, 然后再提问:
2	我们几点去? 作出适当回应, 然后再提问:
3	饭馆在哪里? [停顿] 我们怎么去? 作出适当回应, 然后再提问:
4	你上一次吃快餐是什么时候? 作出适当回应, 然后再提问:
5	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 – 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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topic 1: 自己、家人和朋友	
问题	请问下面的问题:
1	你的家人有谁?
2	你晚上一般跟家人做些什么?
3	请说一说你最近跟朋友过的一个周末。  如果需要, 可以问:  你上个周末跟朋友一起做了什么?
4	你觉得有好朋友重要吗? [停顿] 为什么?  如果需要, 可以问:  你觉得有朋友好不好? [停顿] 为什么?
5	毕业以后, 你打算怎么认识新的朋友?  如果需要, 可以问:  毕业以后, 如果你想交新朋友, 你会怎么做?

## 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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topic 2: 饮食	
问题	请问下面的问题:
1	你们家谁做饭?
2	你午餐一般在哪儿吃?
3	你觉得吃早餐重要吗? [停顿] 为什么?  如果需要, 可以问: 你每天吃早餐吗? [停顿] 为什么?
4	说说你上一次去饭馆吃饭的经历。  如果需要, 可以问: 你上次在饭馆吃了什么? 喝了什么? [停顿] 你跟谁一起去的?
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 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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topic 3: 交通方式	
问题	请问下面的问题:
1	你每天早上怎么上学?
2	学校离你家多远?
3	你觉得住在学校附近有什么好处? [停顿] 有什么坏处?  如果需要, 可以问: 住在学校附近好不好? [停顿] 为什么?
4	说一说你上一次旅行的经历。  如果需要, 可以问: 上个假期你去了哪儿? [停顿] 你在那里做了什么?
5	你觉得将来有自己的车重要吗? [停顿] 为什么?  如果需要, 可以问: 你将来想买车吗? [停顿] 为什么?

## 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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topic 4: 教育	
问题	请问下面的问题:
1	在学校, 你最喜欢的科目是什么?
2	你每天花多长时间做作业?
3	说说昨天中午休息的时候你在学校做了些什么。  如果需要, 可以问:  昨天中午你在学校做了些什么?
4	明年你的学校生活会有什么变化?  如果需要, 可以问:  你明年在学校打算做什么? [停顿] 你想学哪些科目?
5	你觉得教育重要吗? [停顿] 为什么?  如果需要, 可以问:  你觉得在很好的学校读书重要吗? [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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topic 5: 国际世界	
问题	请问下面的问题:
1	你会说什么外语?
2	你从什么时候开始学习中文的?
3	说说你上一次用外语的经历。  如果需要, 可以问:  你上一次说外语是什么时候? [停顿] 你在哪儿? [停顿] 跟谁说的?
4	你将来打算学习别的外语吗? [停顿] 为什么?  如果需要, 可以问:  你要学习别的外语吗? [停顿] 为什么?
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 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 <b>once</b>	Ask the next question	
3, 4 and 5	Repeat the question <b>once</b>	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topic 6: 科技	
问题	请问下面的问题:
1	你每天用什么电子设备?
2	你每天上网几个小时?
3	说说你上一次用手机做了什么。  如果需要, 可以问: 你昨天给谁打电话了? [停顿] 为什么?
4	将来你会多在网上看书吗? [停顿] 为什么?  如果需要, 可以问: 你以后会上网看书吗? [停顿] 为什么?
5	社交网站有什么好处或者坏处?  如果需要, 可以问: 你觉得社交网站好不好? [停顿] 为什么?



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