



Cambridge IGCSE™

MALAY

0546/03

Paper 3 Speaking

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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 **Malay** and the candidates must respond in **Malay**.
- 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).

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 Malay 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 Malay.

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	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 on the **same** topic as the other questions to make sure that the conversation lasts 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 Malay 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 of test]*'
- 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: 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 Malay.

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 (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.
- 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 instructions booklet.
- 12 Say to the candidate in Malay: '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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topic conversation 2

- 16 Go to the correct topic conversation in this instructions booklet.
- 17 Say to the candidate in Malay: '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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

- 21 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 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. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE Malay 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 (WMS) 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 at the samples database **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 (adjective endings, use of prepositions, etc.) 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 with elements of B1 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	
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 use of the alternative question(s) provided. • 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 use of the alternative question(s) provided. • 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 with elements of B1 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	
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

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
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
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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda ingin memasak makanan tengah hari. Saya ialah kawan anda dan saya ingin membantu anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah masakan yang kita mahu masak hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Kita akan memasak untuk berapa orang? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah bahan-bahan yang diperlukan untuk memasak? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Bilakah kali terakhir awak memasak untuk keluarga awak? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah reaksi mereka? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah masakan yang awak mahu cuba selepas ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda ingin pergi bersenam di taman. Saya ialah kawan anda dan saya ingin pergi bersama anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada pukul berapakah kita akan pergi ke taman? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Apakah aktiviti senaman yang awak mahu buat? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Pada hari apakah awak paling suka pergi ke taman untuk bersenam? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Di manakah tempat lain yang awak pernah pergi bersenam? [BERHENTI DAN TUNGGU JAWAPAN CALON] Dengan siapakah awak pergi? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kita akan buat selepas bersenam? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda sedang membuat rancangan untuk Tahun Baharu. Saya ialah kawan anda dan saya akan bersama anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Di manakah kita akan menyambut Tahun Baharu kali ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Siapakah yang kita akan ajak untuk menyambut bersama? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah aktiviti yang akan kita lakukan bersama nanti? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Bagaimanakah awak menyambut Tahun Baharu sebelum ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Jika ada pilihan, di manakah awak mahu menyambut Tahun Baharu? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Jurujual kedai
Konteks	Kata: Anda ingin membeli hadiah hari jadi untuk kawan baik anda. Saya ialah jurujual di kedai.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai. Apakah jenis hadiah yang anda cari? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Bilakah hari jadi kawan anda? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah hadiah yang anda pernah beli untuk kawan anda sebelum ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Adakah dia menyukainya? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah lagi yang anda akan buat pada hari jadi kawan anda? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah hadiah hari jadi yang anda terima yang anda paling sukai? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda ingin menghias bilik tidur anda. Saya ialah kawan anda dan saya ingin membantu anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada jam berapakah kita akan mula menghias bilik awak? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Siapakah lagi yang akan membantu kita untuk menghias bilik? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah awak mahu menghias bilik kali ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah yang awak telah beli untuk menghias bilik awak? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang akan kita buat selepas siap menghias bilik awak nanti? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pembantu kedai buku
Konteks	Kata: Anda ingin membeli buku di kedai buku. Saya ialah pembantu kedai buku.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Buku apakah yang anda ingin beli hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Siapakah penulis kegemaran anda? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah hobi anda selain daripada membaca buku? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa anda suka hobi ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah buku terakhir yang anda telah baca? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah pendapat anda tentang buku itu? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Ke manakah anda akan pergi selepas ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pentadbir pusat bahasa
Konteks	Kata: Anda ingin belajar bahasa asing di sebuah pusat bahasa. Saya ialah pentadbir di pusat bahasa.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah bahasa yang anda mahu belajar? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Dari manakah anda dapat tahu tentang pusat bahasa ini? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda memilih pusat bahasa ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah bahasa lain yang anda pernah belajar sebelum ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Di manakah anda mempelajarinya? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah rancangan anda selepas tamat belajar bahasa ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pegawai pusat pelancongan
Konteks	Kata: Anda mahu bekerja sebagai pemandu pelancong. Saya ialah pegawai di pusat pelancongan.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Siapakah nama anda dan berapakah umur anda? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Pada hari apakah anda boleh datang bekerja? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda berminat untuk menjadi pemandu pelancong? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah yang anda akan buat dengan wang yang anda dapat dari pekerjaan ini? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Di manakah anda pernah bekerja sambilan sebelum ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah tugas anda di situ? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

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
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengah hari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Ejen tiket kereta api
Konteks	Kata: Anda ingin menempah tiket kereta api. Saya ialah ejen tiket kereta api.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Tiket untuk destinasi manakah yang anda mahu beli? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Berapakah tiket yang anda perlukan? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda memilih untuk menaiki kereta api ke sana? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah yang anda akan buat apabila tiba di destinasi? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Bilakah kali terakhir anda menaiki kereta api? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah perkara menarik tentang perjalanan itu? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topik: Makanan dan minuman	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah yang anda makan untuk sarapan hari ini?
2	Dengan siapakah anda biasanya bersarapan?
3	Apakah minuman kegemaran anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah minuman yang anda paling suka? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?
4	Apakah makanan paling istimewa yang anda pernah cuba? [BERHENTI DAN TUNGGU JAWAPAN CALON] Di manakah anda makan makanan ini? Soalan-soalan alternatif (jika perlu): Apakah makanan paling unik yang anda pernah makan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Makanan ini boleh didapati di mana?
5	Adakah anda mahu menyediakan makanan anda sendiri pada masa depan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Pada masa depan, adakah anda akan memasak untuk diri sendiri? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?

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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topik: Kenderaan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah warna kereta yang anda paling suka?
2	Apakah kenderaan yang selalu anda naiki?
3	Apakah kenderaan paling istimewa yang anda pernah naiki? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapakah ianya istimewa? Soalan-soalan alternatif (jika perlu): Apakah kenderaan paling unik yang anda pernah naiki? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapakah kenderaan itu unik?
4	Adakah anda suka menggunakan kenderaan awam? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)? Soalan-soalan alternatif (jika perlu): Apakah kelebihan menggunakan kenderaan awam?
5	Pada pendapat anda, adakah kenderaan elektrik akan menggantikan kenderaan yang menggunakan minyak? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)? Soalan-soalan alternatif (jika perlu): Apakah kelebihan menggunakan kenderaan elektrik berbanding kenderaan yang menggunakan minyak?

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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topik: Pakaian	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah pakaian yang anda biasa pakai di rumah?
2	Apakah warna kegemaran untuk pakaian anda?
3	Apakah pakaian terbaharu yang anda beli? [BERHENTI DAN TUNGGU JAWAPAN CALON] Di manakah anda membelinya? Soalan-soalan alternatif (jika perlu): Di manakah anda membeli pakaian terbaharu anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah pakaian yang anda beli?
4	Adakah anda mahu membuat pakaian sendiri pada masa hadapan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)? Soalan-soalan alternatif (jika perlu): Anda suka pakaian buatan sendiri atau dibeli dari kedai? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?
5	Pada pendapat anda, adakah pakaian tradisional lebih menarik daripada pakaian moden? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)? Soalan-soalan alternatif (jika perlu): Yang manakah anda lebih suka, pakaian tradisional atau pakaian moden? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?

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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topik: Media sosial	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah platform media sosial kegemaran anda?
2	Bilakah biasanya anda menggunakan media sosial ini?
3	Apakah faedah yang anda pernah dapati melalui media sosial? Soalan-soalan alternatif (jika perlu): Apakah perkara paling berguna yang anda pernah pelajari dari media sosial?
4	Pada pendapat anda, adakah media sosial akan terus digunakan pada masa akan datang? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)? Soalan-soalan alternatif (jika perlu): Adakah anda akan terus menggunakan media sosial pada masa akan datang? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)?
5	Bagaimanakah media sosial dapat membantu anda dalam pelajaran? Soalan-soalan alternatif (jika perlu): Adakah media sosial menolong anda dalam pelajaran? [BERHENTI DAN TUNGGU JAWAPAN CALON] Bagaimana?

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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topik: Persekolahan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah yang anda paling suka tentang sekolah anda?
2	Apakah aktiviti atau kelab yang anda sertai di sekolah?
3	Apakah acara di sekolah yang paling anda tidak dapat lupakan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Ceritakan pengalaman menarik anda dalam satu acara di sekolah anda.
4	Apakah rancangan anda selepas anda tamat persekolahan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah yang anda akan buat apabila habis bersekolah?
5	Pada pendapat anda, bagaimanakah persekolahan akan berubah pada masa hadapan? Soalan-soalan alternatif (jika perlu): Pada masa hadapan, adakah persekolahan akan berubah? [BERHENTI DAN TUNGGU JAWAPAN CALON] Bagaimana?

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 (and repeat it once if necessary)	Ask the next question

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

Beritahu saya/ceritakan lebih lanjut/lagi tentang ...

Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...

Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?

- 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.

Topik: Tanaman	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah tanaman kegemaran anda?
2	Di manakah biasanya anda melihat tanaman ini?
3	Apakah perasaan anda apabila melihat pokok yang cantik? Soalan-soalan alternatif (jika perlu): Adakah anda suka melihat pokok-pokok? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)?
4	Apakah perkara yang anda pernah lakukan untuk memelihara alam sekitar? Soalan-soalan alternatif (jika perlu): Pernahkah anda membuat aktiviti memelihara alam sekitar? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah yang anda telah buat?
5	Adakah anda berminat untuk menyertai acara menanam pokok pada masa hadapan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)? Soalan-soalan alternatif (jika perlu): Mengapakah kita perlu menanam pokok?

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 (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> - 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.			

Topik: Teknologi komunikasi	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah alat komunikasi yang anda gunakan sekarang?
2	Berapa lamakah anda berkomunikasi dalam talian setiap hari?
3	Apakah aplikasi komunikasi dalam talian yang anda selalu gunakan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah yang anda suka tentangnya? Soalan-soalan alternatif (jika perlu): Sebutkan satu aplikasi komunikasi yang anda suka guna. [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapakah anda suka menggunakannya?
4	Pernahkah anda menggunakan panggilan video untuk berkomunikasi? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah faedah menggunakan panggilan video? Soalan-soalan alternatif (jika perlu): Adakah anda pernah membuat panggilan video? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)?
5	Apakah alat komunikasi yang anda inginkan pada masa depan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah alat komunikasi yang anda mahu beli pada masa depan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?

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