



Cambridge IGCSE™

MANDARIN CHINESE

Paper 3 Speaking

INSTRUCTIONS FOR TEACHERS/EXAMINERS

0547/03

May/June 2026

Approximately 10 minutes

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

INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Chinese** and the candidates must respond in **Chinese**.
- Dictionaries are **not** allowed.

INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
 - Role play (approximately 2 minutes)
 - Topic conversation 1 (approximately 4 minutes)
 - Topic conversation 2 (approximately 4 minutes).

This document has **32** pages. Any blank pages are indicated.

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Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE Mandarin Chinese speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE Mandarin Chinese.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all of the instructions
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Preparation time	10 minutes	
Greeting (non-assessed)	approximately 30 seconds	
Role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
Topic conversation 1	approximately 4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
Topic conversation 2	approximately 4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts about 4 minutes.

Resources required

You need:	Each candidate needs:
• this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test.	• one candidate card.

Preparation in advance of the speaking test

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

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

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

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

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

On the day of the speaking test

Before each candidate's test

You must:

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

During each candidate's test

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

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

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Candidate card number: *3*

Date: *[date on which the test was conducted]*

- 3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: approximately 4 minutes and topic conversation 2: approximately 4 minutes); you may want to restart the timer for each part.)

From this point onwards, all parts of the test must be conducted in Mandarin Chinese.

Role play

- 4 Greet the candidate using the prompts provided. This is **not** assessed.
- 5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.
- 6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.
- 7 Listen to the candidate's answer.
- 8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet. When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.
- 9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.
- 10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

Topic conversation 1

- 11 Go to the correct topic conversation in this instruction booklet.
- 12 Say to the candidate in Chinese: 'First we are going to talk about [name of the first topic]'.
- 13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 14 Listen carefully to and acknowledge the candidate's answer to each question.
- 15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

Topic conversation 2

- 16 Go to the correct topic conversation in this instruction booklet.
- 17 Say to the candidate in Chinese: 'Now we are going to talk about [name of the second topic]'.
- 18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 19 Listen carefully to and acknowledge the candidate's answer to each question.
- 20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

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

After each candidate's speaking test

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

After completing all of the speaking tests at the centre

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

Mark schemes

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

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

Marking should be positive, rewarding achievement.

Role play mark scheme

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

Marks	Descriptor
2	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (e.g. use of prepositions) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

Topic conversation mark schemes

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

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

Communication

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

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

Mark	Descriptor	
13–15	Very good	• Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	• Responds well to questions; requires occasional rephrasing. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	Satisfactory	• Responds satisfactorily to questions; frequently requires rephrasing. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

Quality of Language

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

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

Mark	Descriptor	
13–15	Very good	• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

Please read the Instructions for teachers/examiners before completing this form.

Centre number					Centre name						
Please select syllabus/component						Exam series	Year				

[illegible]

Name of examiner completing this form IN CAPITALS:	Examiner's signature:	Date:	
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Randomisation instructions

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

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

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

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

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

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
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
问好(不在评估范围内)	请说: 你好! / 早上好! / 下午好! 你好吗? / 你今天怎么样? 我们现在开始口试。

Role play	
学生:	你自己
老师:	你的朋友
情境	请说: 你和你的朋友想去滑冰场。你跟你的朋友说话。我是你的朋友。
问题	请问下面的问题:
1	我们星期几去滑冰场? 作出适当回应, 然后再提问:
2	门票多少钱一张? 作出适当回应, 然后再提问:
3	我们怎么去那里? 作出适当回应, 然后再提问:
4	我们应该穿什么样的衣服? [停顿] 要带什么吗? 作出适当回应, 然后再提问:
5	你上个周末去了什么地方? [停顿] 你觉得怎么样? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

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

Role play	
学生:	你自己
老师:	你的老师
情境	请说: 你安排了一个义卖活动。你跟你的老师说话。我是你的老师。
问题	请问下面的问题:
1	明天的义卖活动几点开始? 作出适当回应, 然后再提问:
2	义卖活动在哪里? 作出适当回应, 然后再提问:
3	谁会来参加? 作出适当回应, 然后再提问:
4	你打算卖什么东西? [停顿] 卖多少钱? 作出适当回应, 然后再提问:
5	上个学期, 你做了什么义工? [停顿] 你觉得怎么样? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

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

Role play	
学生:	你自己
老师:	你的朋友
情境	请说: 你请朋友跟你一起去买鞋。你跟你的朋友说话。我是你的朋友。
问题	请问下面的问题:
1	你想什么时候去买鞋? 作出适当回应, 然后再提问:
2	你打算花多少钱? 作出适当回应, 然后再提问:
3	你上一次买鞋是跟谁一起去的? 作出适当回应, 然后再提问:
4	你喜欢穿运动鞋吗? [停顿] 为什么? 作出适当回应, 然后再提问:
5	买鞋以后, 你想去哪里? [停顿] 我们怎么去? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

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

Role play	
学生: 老师:	你自己 一位游客
情境	请说: 你在西安。你跟一位迷路的游客说话。我是那位游客。
问题	请问下面的问题:
1	请问, 到兵马俑怎么走? 作出适当回应, 然后再提问:
2	兵马俑今天几点关门? 作出适当回应, 然后再提问:
3	你在西安多久了? [停顿] 你觉得怎么样? 作出适当回应, 然后再提问:
4	西安有什么好吃的? [停顿] 有什么好喝的? 作出适当回应, 然后再提问:
5	除了兵马俑, 你觉得我还应该去哪里? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

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

Role play	
学生:	你自己
老师:	你的朋友
情境	请说: 你正在学开车。你跟你的朋友说话。我是你的朋友。
问题	请问下面的问题:
1	谁教你开车? 作出适当回应, 然后再提问:
2	他 / 她教得怎么样? 作出适当回应, 然后再提问:
3	你上次在哪里练习开车? [停顿] 开了多长时间? 作出适当回应, 然后再提问:
4	你下次练习开车会是什么时候? 作出适当回应, 然后再提问:
5	你喜欢什么样的车? [停顿] 为什么? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

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

Role play	
学生: 老师:	你自己 一位记者
情境	请说: 你写的小说赢了一个比赛。一位记者在采访你。我是那位记者。
问题	请问下面的问题:
1	你花了多长时间写这个小说? 作出适当回应, 然后再提问:
2	你在小说里写了什么? 作出适当回应, 然后再提问:
3	赢了比赛以后, 你觉得怎么样? 作出适当回应, 然后再提问:
4	你将来想当作家吗? [停顿] 为什么? 作出适当回应, 然后再提问:
5	你还喜欢做什么活动? [停顿] 你跟谁做这个活动? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

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

Role play	
学生:	你自己
老师:	你的朋友
情境	请说: 你和朋友打算一起去超市。你跟你的朋友说话。我是你的朋友。
问题	请问下面的问题:
1	我们几点去超市? 作出适当回应, 然后再提问:
2	我们怎么去那里? 作出适当回应, 然后再提问:
3	你打算买什么? 作出适当回应, 然后再提问:
4	你上次去超市是什么时候? [停顿] 花了多少钱? 作出适当回应, 然后再提问:
5	你觉得在超市还是在网上买水果更好? [停顿] 为什么? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

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

Role play	
学生: 老师:	你自己 酒店的工作人员
情境	请说: 你正在给天津的一家酒店打电话订房间。你跟酒店的工作人员说话。我是那位工作人员。
问题	请问下面的问题:
1	你想什么时候住酒店? 作出适当回应, 然后再提问:
2	有几位客人? 作出适当回应, 然后再提问:
3	你要什么样的房间? 作出适当回应, 然后再提问:
4	你早饭想吃什么? [停顿] 想喝什么? 作出适当回应, 然后再提问:
5	你最近去过哪些城市? [停顿] 你觉得怎么样? 作出适当回应结束对话。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

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

Role play	
学生:	你自己
老师:	你的老师
情境	请说: 你刚刚参加了一场体育比赛。你跟你的老师说话。我是你的老师。
问题	请问下面的问题:
1	你参加了什么体育比赛? 作出适当回应, 然后再提问:
2	比赛一共几天? 作出适当回应, 然后再提问:
3	还有谁参加了? [停顿] 他/她(们)怎么样? 作出适当回应, 然后再提问:
4	你明年会去哪个地方参加体育比赛? 作出适当回应, 然后再提问:
5	你觉得做运动重要吗? [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	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: Leisure	
问题	请问下面的问题:
1	你喜欢听什么样的音乐?
2	你每天听多长时间的音乐?
3	说说你上次去听音乐会的经历。 如果需要, 可以问: 你最近听音乐会是什么时候? [停顿] 你跟谁一起去的? [停顿] 你觉得怎么样?
4	你觉得哪些爱好对我们好? [停顿] 哪些爱好对我们不好? 如果需要, 可以问: 什么爱好对身体好? [停顿] 什么爱好对身体不好?
5	你暑假打算跟家人还是朋友出去玩儿? [停顿] 为什么? 如果需要, 可以问: 你今年夏天会跟朋友出去玩儿吗? [停顿] 为什么?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: Clothes	
问题	请问下面的问题:
1	你今天穿什么颜色的衣服?
2	是谁给你买的?
3	你觉得穿校服上学好吗? [停顿] 为什么? 如果需要, 可以问: 在学校, 你喜欢穿校服吗? [停顿] 为什么?
4	挣钱以后, 你打算去什么样的地方买衣服? [停顿] 为什么? 如果需要, 可以问: 工作以后, 你会上网买衣服吗? [停顿] 为什么?
5	你一般在家里做什么家务? 如果需要, 可以问: 在家里, 你帮家人洗衣服还是打扫房间?

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: Transport	
问题	请问下面的问题:
1	你家有几口人?
2	在你家, 谁会开车?
3	说说你最近一次坐汽车的经历。 如果需要, 可以问: 你上次坐汽车是什么时候? [停顿] 在车上做了什么?
4	你觉得骑自行车有什么好处? [停顿] 有什么坏处? 如果需要, 可以问: 骑自行车好不好? [停顿] 为什么?
5	下次去国外旅行, 你打算坐火车还是飞机? [停顿] 为什么? 如果需要, 可以问: 明年, 你会坐火车还是飞机去旅行? [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	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: Festivals and Celebrations	
问题	请问下面的问题:
1	你的生日是几月几日?
2	你一般在哪里开生日派对?
3	你上一个生日是怎么过的? [停顿] 你觉得怎么样? 如果需要, 可以问: 你去年过生日做了什么? [停顿] 你觉得怎么样?
4	你的好朋友快过生日了, 你会送什么礼物? [停顿] 为什么? 如果需要, 可以问: 你的朋友星期天过生日, 你会送他/她什么? [停顿] 为什么?
5	你一般庆祝哪些节日? 如果需要, 可以问: 你过新年吗? [停顿] 你一般在哪儿过新年?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: Built environment	
问题	请问下面的问题:
1	你住在哪儿?
2	那里的天气怎么样?
3	说说你为什么喜欢或者不喜欢去图书馆。 如果需要, 可以问: 你喜欢去图书馆吗? [停顿] 为什么?
4	说说你最近去公园的经历。 如果需要, 可以问: 你上次去公园做了什么? [停顿] 跟谁一起去的?
5	你将来想住在城市吗? [停顿] 为什么? 如果需要, 可以问: 你以后想住在北京吗? [停顿] 为什么?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: School	
问题	请问下面的问题:
1	你的学校在哪儿?
2	你们早上几点开始上课?
3	你认为你们的校园怎么样? [停顿] 为什么? 如果需要, 可以问: 你觉得你们学校漂亮吗? [停顿] 餐厅在哪儿?
4	说说你最近在学校参加的一个有趣的活动。 如果需要, 可以问: 去年你在学校做了什么好玩的活动?
5	中学毕业以后, 你打算上大学还是找工作? [停顿] 为什么? 如果需要, 可以问: 你想上大学吗? [停顿] 为什么?

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. 你能多说一点儿吗? 还有呢? - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts about 4 minutes.			

主题: International world	
问题	请问下面的问题:
1	你会说什么语言?
2	你学中文多久了?
3	你觉得学中文有用吗? [停顿] 为什么? 如果需要, 可以问: 你为什么学中文?
4	你对哪个国家感兴趣? [停顿] 为什么? 如果需要, 可以问: 你最喜欢哪个国家? [停顿] 为什么?
5	你下次旅游想住什么样的酒店? 如果需要, 可以问: 如果你明年去旅行, 你会住大的酒店还是小的酒店?

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