



Cambridge International AS Level

CHINESE LANGUAGE

8238/04

Paper 4 Speaking

October/November 2025

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 16 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 **Mandarin Chinese** and the candidates must respond in **Mandarin Chinese**.
- Dictionaries are **not** allowed.

INFORMATION

- Each candidate's speaking test must include:
 - Greeting (up to 30 seconds)
 - Presentation (2 minutes) and follow-up discussion (4–5 minutes)
 - Conversation task card (9 minutes, including the 5 minutes of preparation time).

This document has **28** 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 International AS Level Chinese Language 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 International AS Level Chinese Language.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all the instructions
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Greeting (non-assessed)	approximately 30 seconds	The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease.
Presentation and follow-up discussion	Presentation (2 minutes) and follow-up discussion (4–5 minutes)	The candidate presents a topic of their choice. This is followed by a discussion on the topic of the Presentation.
Conversation task card preparation	5 minutes	The candidate is given a Conversation task card. They have five minutes to prepare. The preparation must take place in the examination room.
Conversation task card	4 minutes	The candidate participates in a conversation with the teacher/examiner based on the scenario provided in the Conversation task card.

Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> • 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 conducting and recording the speaking test. 	<ul style="list-style-type: none"> • one Conversation task card • a blank piece of paper and pen to write notes for the Conversation task card part of the test. <p>Optional</p> <ul style="list-style-type: none"> • Candidates may bring a 'cue card' to help with their Presentation.

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 guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests (www.cambridgeinternational.org/eoguide).
- prepare a list of each candidate's presentation topic to ensure it does not overlap with the topic of the randomised Conversation task card.
- study the candidate prompts for the Conversation task cards and the suggested example questions for your part of the conversation. You may wish to prepare additional questions to help maintain the conversation.
- make sure that there is a quiet room available for the candidates to take the test.
- check that the recording equipment is working properly.
- 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 Conversation task cards with candidates before their test.

Note: We recommend that one examiner conducts and assesses the speaking tests at your centre for up to 30 candidates. If you are entering more than 30 candidates and need to use more than one examiner, 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 Conversation task card using the Randomisation instructions on page 17.
- find the correct Conversation task card in this instruction booklet for the candidate you are about to examine. Please ensure that the candidate's presentation topic is different from the topic in the Conversation task card. If the Presentation and the Conversation task card overlap in content, move to the next Conversation task card in the randomisation table.
- write the candidate's name, their candidate number and Conversation task card number 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 number, the candidate's name, the Conversation task card number and the date. This must be said in **English**. For example:

'Teacher/examiner name: *Mr John Smith*
 Candidate number: *0031*
 Candidate name: *Anita Cheng*
 Conversation task card number: *3*
 Date: *5 October 2025*'.

- 3 Remind the candidate of the structure of the test. There is guidance on this in the teacher/examiner script for the Presentation and follow-up discussion on page 19 of this instruction booklet.
- 4 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:
 - Presentation: 2 minutes
 - Follow-up discussion: 4–5 minutes
 - Conversation task card preparation: 5 minutes
 - Conversation task card: 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.

Presentation

- 5 Greet the candidate. Introduce yourself. This is **not** assessed.
- 6 Ask the candidate to state the topic of their Presentation.
- 7 The candidate will deliver a 2-minute Presentation on a topic of their choice. The Presentation must be in Mandarin Chinese. Listen carefully to the candidate's presentation.
- 8 You must only interrupt a candidate if the Presentation shows no sign of finishing after 2 minutes, or to prompt a candidate having difficulty in continuing with their Presentation.
- 9 The Presentation will be followed by a discussion in which you will ask the candidate questions on their Presentation. You must ask questions which enable the candidate to provide an opinion(s) in relation to the topic of their Presentation.
- 10 During the Presentation, you can make notes in order to help with asking appropriate questions in the follow-up discussion. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view.

Follow-up discussion

- 11 Thank the candidate for their Presentation and introduce the discussion that will follow.
- 12 Ask the candidate to supply additional information on particular points and to provide a justification for a particular point of view. For example,

Very interesting. Can you tell me a little more about ...? And why do you think ...?
- 13 In order to give the candidate every opportunity to do this, you should use open-ended questions (such as 'Tell me more about ...', 'Why ...?', 'How ...?', 'What do you mean when you say ...?', 'What do you think about ...?', 'Can you give me more examples of ...?', 'Some people think ..., how would you justify your point of view to them?', 'What are the advantages/disadvantages of ...?'), rather than closed questions which may be answered by 'yes/no'.
- 14 When the Presentation and follow-up discussion is complete, tell the candidate that the Presentation and follow-up discussion section of the test has finished and that it is time to start to prepare for the Conversation task card.
- 15 While the candidate is preparing for the Conversation task card, complete the working mark sheet using the Presentation and follow-up discussion mark schemes on pages 11–12.
- 16 Award a mark out of 10 for Presentation, interaction/responsiveness, a mark out of 10 for Language range and a mark out of 10 for Language accuracy using the mark schemes on pages 11–12.
- 17 Write the marks for Presentation, interaction/responsiveness, Language range and Language accuracy on the working mark sheet.

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

Conversation task card preparation

- 18 Select **one** Conversation task card using the Randomisation instructions provided on page 17.
- 19 You must avoid giving the candidate a card on the same topic that the candidate's presentation is based on. If there is overlap, move to the next card in the randomisation table.
- 20 Give the Conversation task card to the candidate.
- 21 Say to the candidate in Mandarin Chinese 'You now have 5 minutes to read the Conversation task card and prepare for this part of the test. You may make notes on the separate piece of paper, but must not write on the task card.'
- 22 Do **not** stop the recording during the preparation time.
- 23 Candidates must complete the preparation in the examining room with the examiner present.
- 24 Candidates are allowed to make notes on a separate piece of paper. Candidates are advised to write key words to help them with the conversation. They must **not** write a monologue that they then read aloud.

Conversation task card

- 25 Go to the correct Conversation task card in this instruction booklet.
- 26 You should start the conversation, using the example questions in this booklet to help you if necessary.
- 27 Listen carefully to what the candidate says and respond appropriately.
- 28 If the candidate does not address a conversation prompt, or answers a question on a prompt very briefly and you think that they could give a fuller response, 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 ...?'.
- 29 When this section of the Speaking test is finished, complete the working mark sheet using the Conversation task card mark schemes on pages 13–14.
- 30 Award a mark out of 10 for Task completion and communication, a mark out of 10 for Language range and a mark out of 10 for Language accuracy using the mark schemes on pages 13–14.
- 31 Write the marks for Task completion and communication, Language range and Language accuracy on the working mark sheet.
- 32 Also award a mark out of 5 for Pronunciation and intonation for the test as a whole for both the Presentation and follow-up discussion and the Conversation task card using the mark scheme on page 15.
- 33 Write the mark for Pronunciation and intonation on the working mark sheet.

After each candidate's speaking test

- 34 Take the Conversation task card from the candidate as well as the candidate's presentation cue card, if used, and any notes they have made. The candidate must **not** take the Conversation task card and/or the notes with them when they leave the examination room. You must keep them securely until the end of the enquiries about results window.
- 35 Make sure you have completed all parts of the working mark sheet for the candidate.
- 36 Check 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 at www.cambridgeinternational.org/eoguide

After completing all 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 International AS Level Chinese Language 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(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
- 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
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include in **English**:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. November 2025).

Mark schemes

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

Part of test	Marks available	Maximum mark
Presentation and follow-up discussion	10 marks for Presentation, interaction/ responsiveness 10 marks for Language range 10 marks for Language accuracy	30
Conversation task card	10 marks for Task completion and communication 10 marks for Language range 10 marks for Language accuracy	30
both parts <i>together</i>	5 marks for Pronunciation and intonation	5
TOTAL MARK		65

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

You should make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, you should use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

This is a language qualification aimed at certifying language proficiency at level B1 and B2 of the Common European Framework of Reference for Languages (CEFR). The descriptions below should be understood and applied with reference to CEFR B1 and B2 level.

Presentation and follow-up discussion mark schemes

Mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness

Level	Presentation, interaction/responsiveness (AO4: S1 and S2)	Marks
5	<ul style="list-style-type: none"> Communicates detailed information with clearly stated ideas and opinions. Consistently justifies, develops and explains ideas and opinions. Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all question types. 	9–10
4	<ul style="list-style-type: none"> Communicates detailed information, with ideas and opinions that are mostly clear and supported. Justifies, develops and explains their answers. Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions. 	7–8
3	<ul style="list-style-type: none"> Communicates information that is sometimes detailed, provides ideas and opinions. Some attempt to justify their answers. Engages in the conversation with some interaction with the examiner. Attempts a response to most questions. 	5–6
2	<ul style="list-style-type: none"> Communicates limited information that may be irrelevant, and gives basic ideas and opinions. Attempts to justify some of their answers. Relies on the examiner to maintain the pace, may require some prompting. 	3–4
1	<ul style="list-style-type: none"> Communicates very basic information that is frequently irrelevant; lacks ideas and opinions. Minimal or no attempt to justify answers. Relies heavily on the examiner, with significant prompting required. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Language in Presentation and follow-up discussion: Range and Accuracy

Level	Language range (AO4: S3)	Marks	Language accuracy (AO4: S4)	Marks
5	<ul style="list-style-type: none"> • Uses a wide range of linking and cohesive devices to connect a series of well-developed points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition. 	9–10	<ul style="list-style-type: none"> • Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. 	9–10
4	<ul style="list-style-type: none"> • Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present. 	7–8	<ul style="list-style-type: none"> • Accurate use of simple grammar. • Uses some complex grammar, with occasional slips. 	7–8
3	<ul style="list-style-type: none"> • Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. • Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. • There is some repetition and hesitation. 	5–6	<ul style="list-style-type: none"> • Uses simple grammar, with some slips. • Makes some use of more complex grammar, with some slips. • Errors very rarely impede communication. 	5–6
2	<ul style="list-style-type: none"> • Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses familiar and common vocabulary, sometimes appropriate to the tasks. • There is noticeable repetition and hesitation. 	3–4	<ul style="list-style-type: none"> • Uses simple grammar, with some errors. • Attempts to use more complex grammar, with limited success. • Errors sometimes impede communication. 	3–4
1	<ul style="list-style-type: none"> • Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. • Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s). 	1–2	<ul style="list-style-type: none"> • Uses only simple structures to articulate straightforward ideas. • Frequent errors in simple structures. • Communication frequently impeded. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0	<ul style="list-style-type: none"> • No creditable response. 	0

Conversation task card mark schemes

Mark scheme for Task completion and communication in the Conversation task card

Level	Task completion and communication (AO4: S1 and S2)	Marks
5	<ul style="list-style-type: none"> • Completes all tasks fully and confidently. • Communicates relevant information with clear and supported ideas and opinions. Develops a justified argument. • Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all questions/prompts. 	9–10
4	<ul style="list-style-type: none"> • Completes most tasks fully. • Communicates relevant information. Develops an argument that is mostly clear and supported by their points of view. • Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions/prompts. 	7–8
3	<ul style="list-style-type: none"> • Completes some tasks successfully. • Communicates information that is sometimes relevant. Develops an argument with ideas and opinions, which are not always justified. • Engages in the conversation with some interaction with the examiner. Responds to some questions/prompts. 	5–6
2	<ul style="list-style-type: none"> • Attempts some tasks in a limited or superficial way. • Communicates limited information. Communicates limited ideas and opinions. • Relies on the examiner to keep the conversation going. Limited response to questions/prompts. 	3–4
1	<ul style="list-style-type: none"> • Attempts task(s) with little or no success. • Communicates very basic information; may attempt to give ideas and opinions. • Relies heavily on the examiner. The conversation is fragmented with very limited response to questions/prompts. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0

Mark scheme for Language in the Conversation task card: Range and Accuracy

Level	Language range (AO4: S3)	Marks	Language accuracy (AO4: S4)	Marks
5	<ul style="list-style-type: none"> Uses a wide range of linking and cohesive devices to connect a series of well-developed points. Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. Can vary formulation to avoid repetition. 	9–10	<ul style="list-style-type: none"> Consistently accurate use of simple grammar. Shows a good degree of control of some complex grammar. 	9–10
4	<ul style="list-style-type: none"> Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. Attempts to vary formulation but some repetition is present. 	7–8	<ul style="list-style-type: none"> Accurate use of simple grammar. Uses some complex grammar, with occasional slips. 	7–8
3	<ul style="list-style-type: none"> Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. There is some repetition and hesitation. 	5–6	<ul style="list-style-type: none"> Uses simple grammar, with some slips. Makes some use of more complex grammar, with some slips. Errors very rarely impede communication. 	5–6
2	<ul style="list-style-type: none"> Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. Uses familiar and common vocabulary, sometimes appropriate to the tasks. There is noticeable repetition and hesitation. 	3–4	<ul style="list-style-type: none"> Uses simple grammar, with some errors. Attempts to use more complex grammar, with limited success. Errors sometimes impede communication. 	3–4
1	<ul style="list-style-type: none"> Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s). 	1–2	<ul style="list-style-type: none"> Uses only simple structures to articulate straightforward ideas. Frequent errors in simple structures. Communication frequently impeded. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Pronunciation and intonation for the whole test

Level	Pronunciation and intonation (AO4: S5)	Marks
3	<ul style="list-style-type: none"> Pronunciation is intelligible and intonation is appropriate. Individual sounds are articulated clearly. 	4–5
2	<ul style="list-style-type: none"> Pronunciation is intelligible and intonation is mostly appropriate. Individual sounds are mostly articulated clearly, though with some slips. 	2–3
1	<ul style="list-style-type: none"> Pronunciation is generally intelligible and candidate has partial control of intonation. Individual sounds have frequent errors. 	1
0	<ul style="list-style-type: none"> No creditable response. 	0

Glossary of terms used in the Speaking mark schemes

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking and cohesive devices:** refers to linking words and phrases (e.g. 'but', 'because', 'moreover', 'as a result'), as well as grammatical devices such as the use of reference pronouns, ellipsis.
- **Less common vocabulary:** appears less often and is used to express ideas more succinctly and precisely.
- **Errors and slips:** **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic time frames and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, modal forms.

Randomisation instructions

Each candidate must be allocated one of six Conversation task cards. The Conversation task card gives prompts for a conversation. There are corresponding teacher/examiner example questions for each Conversation task card.

The Conversation task cards 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.
- If a candidate's presentation overlaps with the topic of the Conversation task card they should receive using this randomisation table, skip that card and move to the next card on the randomisation table. Continue with the randomisation table for the following candidates.

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

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

Order of candidates	Conversation task card
Candidate 23	1
Candidate 24	4
Candidate 25	5
Candidate 26	6
Candidate 27	3
Candidate 28	1
Candidate 29	4
Candidate 30	2
<i>Start again at row 1 (as used for Candidate 1)</i>	

Teacher/examiner scripts – Presentation and follow-up discussion

Start the recording	
Before the test	<p>You (the examiner) say in ENGLISH:</p> <p>Your name, e.g. <i>Mr John Smith</i> The candidate's number, e.g. <i>0031</i> The candidate's name, e.g. <i>Anita Cheng</i> The Conversation task card number, e.g. <i>3</i> The date, e.g. <i>3 October 2025</i></p>
说明	<p>请给考生朗读以下说明:</p> <p>口语考试包括两部分:</p> <ol style="list-style-type: none"> 1 选定话题陈述和后续讨论 2 会话题卡 <p>你有五分钟的时间准备会话题卡。如果需要, 你可以在另外一张纸上做笔记。</p> <p>你有什么问题吗?</p>
问好 (不在评估范围内) (30秒)	<p>请说:</p> <p>你好! 你今天怎么样? (如果需要, 老师可以简单介绍一下自己。) 可以开始了吗?/准备好了吗?</p>
选定话题陈述 (2分钟)	<p>请说:</p> <p>你今天要说的话题是什么?</p> <p>请开始你的陈述。</p>
后续讨论 (4-5分钟)	<p>提问必须包括以下两种类型的问题:</p> <ol style="list-style-type: none"> 1 与考生的陈述紧密相关的开放型问题, 比如: <ul style="list-style-type: none"> • “能多说一说……” • “怎么……” • “为什么……?” 问题应该给考生进一步阐述和扩展的空间。 2 探寻考生的看法与观点的问题, 比如: <ul style="list-style-type: none"> • “你觉得……怎么样?” • “你对……怎么看?” 问题应该给考生提供机会表达对所陈述内容的看法并说明理由。
	<p>请说:</p> <p>现在我们开始做会话题卡。</p>

Conversation task cards – Teacher/examiner version

CONVERSATION TASK CARD 1

请把会话题卡给考生。	
情境	<p>请说： 近年来，亚洲娱乐文化在国际上越来越受到关注。你和你的朋友在谈论这一现象。</p>
准备时间 (5分钟)	<p>请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。</p>
	<p>请说： 我们现在开始。</p>
说明	<p>此部分考试应为对话。老师先开始提问，如果考生开始大段独白，老师需打断考生。</p> <p>以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。</p>
1	<p>亚洲娱乐文化在国际上越来越受欢迎的原因</p> <p>提示问题：</p> <ul style="list-style-type: none"> 能介绍一下你喜欢的亚洲电影/电视/音乐吗？为什么喜欢？ 你觉得为什么日本漫画/亚洲电子游戏/韩流音乐那么受欢迎？
2	<p>亚洲娱乐文化过去只在亚洲流行的原因</p> <p>提示问题：</p> <ul style="list-style-type: none"> 你觉得为什么有些观众看不懂亚洲娱乐节目？ 有人说亚洲娱乐的质量近年来有了很大的提高，你觉得呢？
3	<p>你对多元文化的看法</p> <p>提示问题：</p> <ul style="list-style-type: none"> 你觉得一个多元文化环境是什么样的？ 在你看来，多元文化给我们带来了什么？
4	<p>不同的文化在未来世界的发展</p> <p>提示问题</p> <ul style="list-style-type: none"> 有人说，将来人们应该庆祝一样的节日和文化，你觉得呢？ 你认为个人或政府在传承和推广文化方面应该做些什么？为什么？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 2

请把会话题卡给考生。	
情境	请说： 最近有一则新闻说，很多公司在试行每周四天工作制。你跟你的朋友在谈论这个新闻。
准备时间 (5分钟)	请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。
	请说： 我们现在开始。

说明	此部分考试应为 对话 。老师先开始提问，如果考生开始大段独白，老师需打断考生。 以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。
1	每周四天工作制的好处 提示问题： <ul style="list-style-type: none"> • 你觉得四天工作制对员工和公司都有好处吗？为什么这么说？ • 有人说四天工作制对环境也有好处，你觉得呢？
2	每周四天工作制的坏处 提示问题： <ul style="list-style-type: none"> • 不是所有的工作都适用四天工作制，你怎么看？ • 四天工作制可能会导致员工的收入减少，你认为呢？
3	你对平衡工作和休闲的看法 提示问题： <ul style="list-style-type: none"> • 你觉得怎样才能达到工作和休闲的平衡？ • 每个人对工作和休闲的平衡要求不一样，你怎么看？
4	未来社会中个人的幸福感 提示问题： <ul style="list-style-type: none"> • 将来，什么样的生活会让你感觉更幸福快乐？ • 你觉得（个人/社会/政府）应该怎样提高每个人的幸福感？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 3

请把会话题卡给考生。	
情境	请说： 毕业后，你的好朋友想成为一名志愿者，而你打算找工作。你和这个朋友在谈这件事。
准备时间 (5分钟)	请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。
	请说： 我们现在开始。

说明	此部分考试应为 对话 。老师先开始提问，如果考生开始大段独白，老师需打断考生。 以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。
1	参加志愿活动的好处 提示问题： <ul style="list-style-type: none"> 有人说，做一名志愿者很幸福，你怎么看？ 你认为参加志愿活动对他人和社会有哪些好处？
2	参加志愿活动的困难 提示问题： <ul style="list-style-type: none"> 有些人认为学习或工作比参加志愿活动更重要，你怎么看？ 有人说，有一技之长才能参加志愿活动，你觉得呢？
3	你对志愿活动与就业的看法 提示问题： <ul style="list-style-type: none"> 有些大学或公司把是否参加过志愿活动作为录取条件之一，你怎么看？ 你觉得志愿活动会帮你决定就业方向吗？为什么？
4	未来社会的志愿服务 提示问题： <ul style="list-style-type: none"> 如果将来人人都做志愿者，世界会变得更公平，你觉得呢？ 你认为各国政府应该怎样更好地支持志愿服务？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 4

请把会话题卡给考生。	
情境	请说： 近年来，越来越多的年轻人更愿意宅在家，哪里都不想去，你在和一个朋友谈这种现象。
准备时间 (5分钟)	请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。
	请说： 我们现在开始。

说明	此部分考试应为 对话 。老师先开始提问，如果考生开始大段独白，老师需打断考生。 以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。
1	年轻人宅在家的原因 提示问题： <ul style="list-style-type: none"> • 你觉得宅在家有什么样的好处？ • 除了自己愿意，还有其他方面的原因造成越来越多的年轻人宅在家吗（比如省钱/有安全感/不喜欢社交/沉迷于网络）？
2	年轻人宅在家可能带来的问题 提示问题： <ul style="list-style-type: none"> • 有人说经常宅在家是一种不健康的生活方式，你怎么看？ • 有人认为宅在家会影响你的社交能力，你觉得呢？
3	你对生活质量的看法 提示问题： <ul style="list-style-type: none"> • 你认为什么会影响生活质量？为什么？ • 你认为学校或地方政府应该为提高人们的生活质量做些什么？
4	未来社会多样的生活方式 提示问题 <ul style="list-style-type: none"> • 将来人们的生活会更依赖于高科技，你觉得呢？ • 你心目中理想的生活（方式/环境/地域）是什么样的？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 5

请把会话题卡给考生。	
情境	请说： 你和你的朋友在看一个关于生物多样性的纪录片。你们在谈保护自然界的动物和植物的种类这个话题。
准备时间 (5分钟)	请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。
	请说： 我们现在开始。

说明	此部分考试应为 对话 。老师先开始提问，如果考生开始大段独白，老师需打断考生。 以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。
1	生物种类减少的原因 提示问题： <ul style="list-style-type: none"> • 你觉得气候变化对生物多样性有什么样的影响？ • 有人说人类对自然资源的过度使用是主要原因，你觉得呢？
2	保护生物多样性的重要性 提示问题： <ul style="list-style-type: none"> • 你觉得保护生物多样性对每个人的生活有什么样的影响（比如食物/气候）？ • 如果生物多样性受到破坏，会有什么样的后果？
3	你对怎样保护生物多样性的看法 提示问题： <ul style="list-style-type: none"> • 你觉得个人应该做些什么来保护生物多样性？ • 你觉得学校/政府应该如何保护生物多样性？
4	人与自然的和谐共处 提示问题： <ul style="list-style-type: none"> • 你觉得控制人口对自然有好处吗？为什么这么说？ • 你认为我们应该怎样和自然和谐共处？
补充说明	考生可以表达与题卡有关的其它观点。

CONVERSATION TASK CARD 6

请把会话题卡给考生。	
情境	请说： 你想去市中心买一个新的耳机，而你的朋友推荐在社交电商平台上买。你们在谈这件事。
准备时间 (5分钟)	请说： 现在你有五分钟的时间准备会话题卡。如果需要，你可以在旁边的白纸上做笔记，但不要写在会话题卡上。
	请说： 我们现在开始。

说明	此部分考试应为 对话 。老师先开始提问，如果考生开始大段独白，老师需打断考生。 以下提示问题可以帮助你组织和考生的对话。如果需要，可使用所提供的问题来提问。
1	社交电商平台购物的优点 提示问题： <ul style="list-style-type: none"> 有人说，在社交电商平台上可以买到物美价廉的东西，你觉得呢？ 社交电商更方便（更快/可以更有效地与客户沟通），你觉得呢？
2	社交电商平台购物的缺点 提示问题： <ul style="list-style-type: none"> 你觉得为什么有些人不信任社交电商？ 比起社交电商平台购物，有些人还是选择传统的购物方式，你觉得有可能是为什么？
3	你对社交媒体与法律法规的看法 提示问题： <ul style="list-style-type: none"> 有人说，社交媒体越普及就越需要法律法规，你觉得呢？ 你觉得我们应该怎样监管社交媒体的合理使用（比如限制时间/年龄/内容）？
4	未来社会对科技的依赖 提示问题 <ul style="list-style-type: none"> 你认为将来所有的社交活动都会在网上进行吗？为什么？ 你觉得科技会让人们变得更聪明吗？为什么？
补充说明	考生可以表达与题卡有关的其它观点。

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