



# Cambridge IGCSE™

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**MALAY**

**0546/03**

Paper 3 Speaking

**For examination from 2022**

SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS

**Approximately 10 minutes**



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

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## **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).

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This document has **32** pages. 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:
<ul style="list-style-type: none"> <li>• this instruction booklet</li> <li>• a copy of the mark schemes provided in this instruction booklet</li> <li>• copies of the working mark sheet (WMS) (please download from the samples database at <b><a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a></b>)</li> <li>• recording equipment</li> <li>• a timer or clock (but not a timer on a phone)</li> <li>• the list of candidate names and numbers</li> <li>• a black or blue pen for marking</li> <li>• a quiet room for the preparation time</li> <li>• a quiet room for the speaking test.</li> </ul>	<ul style="list-style-type: none"> <li>• one candidate card.</li> </ul>

## Preparation in advance of the speaking test

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

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

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

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

**Note:** if more than one teacher/examiner is marking the Cambridge IGCSE 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](http://www.cambridgeinternational.org/samples)

## On the day of the speaking test

### Before each candidate's test

**You must:**

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

### During each candidate's test

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

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

'Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Candidate card number: *3*

Date: *5 March 2022*

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

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

**Topic conversation 2**

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

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

- 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](http://www.cambridgeinternational.org/samples)**
- You must write the internally moderated marks for all candidates on the working mark sheet(s) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**
- Each recorded file in the sample must be clearly named using the following convention:  

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

This should include:

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

## Mark schemes

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

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

Marking should be positive, rewarding achievement.

### Role play mark scheme

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

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

## Topic conversation mark schemes

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

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

### Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 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	<ul style="list-style-type: none"> <li>• Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>• Communicates information which is consistently relevant to the questions.</li> <li>• Frequently develops ideas and opinions.</li> <li>• Justifies and explains some answers.</li> </ul>
10–12	Good	<ul style="list-style-type: none"> <li>• Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons or explanations for some answers.</li> </ul>
7–9	Satisfactory	<ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>• Communicates most of the required information; may occasionally give irrelevant information.</li> <li>• Conveys simple, straightforward opinions.</li> </ul>
4–6	Weak	<ul style="list-style-type: none"> <li>• Has difficulty with many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>
1–3	Poor	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

### Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 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	<ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	Good	<ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	Satisfactory	<ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	Weak	<ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	Poor	<ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

**Working mark sheet (WMS)**

**Cambridge IGCSE 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	

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Internal/ external moderation
				Task 1 (max 2 marks)	Task 2 (max 2 marks)	Task 3 (max 2 marks)	Task 4 (max 2 marks)	Task 5 (max 2 marks)	Communication (max 15 marks)	Quality of Language (max 15 marks)	Total (max 40 marks)	
0031	Anita Cheng	3	3 & 7	2	2	1	2	2	10	9	28	

Name of examiner completing this form <b>IN CAPITALS:</b>	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 1	Topic 5
Candidate 2	2	Topic 2	Topic 6
Candidate 3	3	Topic 3	Topic 7
Candidate 4	4	Topic 4	Topic 5
Candidate 5	5	Topic 1	Topic 6
Candidate 6	6	Topic 2	Topic 7
Candidate 7	7	Topic 3	Topic 5
Candidate 8	8	Topic 4	Topic 6
Candidate 9	9	Topic 1	Topic 7
Candidate 10	1	Topic 2	Topic 5
Candidate 11	2	Topic 3	Topic 6
Candidate 12	3	Topic 4	Topic 7
Candidate 13	4	Topic 1	Topic 5
Candidate 14	5	Topic 2	Topic 6
Candidate 15	6	Topic 3	Topic 7
Candidate 16	7	Topic 4	Topic 5
Candidate 17	8	Topic 1	Topic 6
Candidate 18	9	Topic 2	Topic 7
Candidate 19	1	Topic 1	Topic 5
Candidate 20	2	Topic 4	Topic 6
Candidate 21	3	Topic 3	Topic 7
Candidate 22	4	Topic 2	Topic 5
Candidate 23	5	Topic 1	Topic 6
Candidate 24	6	Topic 4	Topic 7
Candidate 25	7	Topic 3	Topic 5

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

## Teacher/examiner scripts – Role plays

### CANDIDATE CARD 1

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<b>Anda Kawan anda</b>
<b>Konteks</b>	<b>Kata:</b> Anda merancang untuk pergi ke Taman Haiwan. Saya ialah kawan anda dan saya ingin mengikut anda.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Pada pukul berapakah Taman Haiwan dibuka hari ini?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Bagaimanakah kita boleh pergi ke Taman Haiwan?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Mari kita berkelah di sana! Apa yang kamu ingin makan dan minum?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Apakah yang kamu telah lihat kali terakhir kamu pergi ke Taman Haiwan? <b>[BERHENTI SEBENTAR]</b> Selepas itu, apakah yang telah kamu lakukan?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah yang kita akan buat selepas pergi ke Taman Haiwan? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>



## Teacher/examiner scripts – Role plays

### CANDIDATE CARD 2

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<b>Anda Pelajar pertukaran</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda di Malaysia dan merancang untuk pergi ke pawagam.            Saya ialah pelajar pertukaran dan akan pergi bersama anda.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Bilakah kamu hendak pergi ke pawagam?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Bagaimanakah kita akan ke sana?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Filem jenis apakah yang kamu ingin tonton? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Kali terakhir kamu ke pawagam, kamu pergi dengan siapa? <b>[BERHENTI SEBENTAR]</b> Apakah pendapat kamu tentang filem yang telah kamu tonton itu?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah yang kita akan buat selepas menonton filem? <b>[BERHENTI SEBENTAR]</b> Dan selepas itu?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 3

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<b>Anda Kawan Melayu</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda di kedai pakaian dengan seorang kawan Melayu. Anda ingin membeli sehelai pakaian. Anda bercakap dengan kawan anda. Saya ialah kawan Melayu anda.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	<p>Apakah yang kamu ingin beli?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Berapakah jumlah wang yang boleh kamu belanjakan?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Kamu hendak warna apa? <b>[BERHENTI SEBENTAR]</b> Mengapa?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Bilakah kamu akan pakai pakaian baharu ini?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Apakah yang kamu telah pakai ke majlis pada minggu lepas?  <b>[BERHENTI SEBENTAR]</b> Dan apakah yang kamu telah lakukan di majlis itu?   <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<b>Anda Penyambut tetamu</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda sudah berada di sebuah hotel di Kuala Lumpur, tetapi anda ingin menukar bilik anda. Anda bercakap dengan penyambut tetamu hotel. Saya ialah penyambut tetamu itu.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	<p>Selamat pagi! Saya difahamkan encik/cik ingin menukar bilik. Apakah nombor bilik encik/cik?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Berapa lama lagikah encik/cik akan tinggal di sini?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Apakah masalah dengan bilik encik/cik?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Bolehkah saya bertanya, bagaimanakah sarapan encik/cik pagi tadi?  <b>[BERHENTI SEBENTAR]</b> Apakah kemudahan yang telah encik/cik gunakan di hotel ini? / Apakah (aktiviti) yang telah encik/cik lakukan di hotel ini?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Apakah yang akan encik/cik lakukan dalam beberapa hari ini di sini?  <b>[BERHENTI SEBENTAR]</b> Kenapa?</p> <p><i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 5

Start the recording	
<b>Before the test</b>	<b>Say:</b> Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
<b>Soalan latihan (tidak dinilai)</b>	<b>Kata:</b> Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
<b>Calon: Guru:</b>	<b>Anda Jurulatih kecergasan</b>
<b>Konteks</b>	<b>Kata:</b> Anda ingin menyertai gim. Jurulatih kecergasan bertanya beberapa soalan kepada anda. Saya ialah jurulatih itu.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Berapa jamkah anda tidur pada waktu malam?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Apabila anda lapar pada waktu malam, apakah yang anda makan?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Apakah sukan kegemaran anda di sekolah? [ <b>BERHENTI SEBENTAR</b> ] Mengapa?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Bilakah kali terakhir anda bersukan/lakukan senaman fizikal? [ <b>BERHENTI SEBENTAR</b> ] Apakah yang anda telah lakukan?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah yang anda akan lakukan pada masa hadapan untuk memperbaiki kecergasan anda?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<b>Anda Kawan anda</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda di Kuala Lumpur. Anda ingin pergi ke taman dengan kawan anda. Saya ialah kawan anda.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	<p>Pada pukul berapakah kamu bercadang untuk pergi ke taman pada hari ini?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Bagaimanakah kita akan ke sana?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Cuaca pada hari ini akan menjadi sangat panas. Apakah yang perlu kita bawa?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Apa lagi yang sudah kamu lakukan di Kuala Lumpur? <b>[BERHENTI SEBENTAR]</b>            Apakah yang paling menyeronokkan?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Apakah yang kamu mahu lakukan esok? <b>[BERHENTI SEBENTAR]</b> Mengapa?   <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 7

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<b>Anda Penyambut tetamu di pejabat pelancongan</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda di pejabat pelancongan di Bandar Melaka. Anda sedang bercakap dengan seorang penyambut tetamu. Saya ialah penyambut tetamu itu.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	<p>Helo! Anda ingin menempah lawatan anda dalam bahasa apa untuk lawatan di Bandar Melaka?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Anda ingin pergi pada pukul berapa?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Apakah yang anda paling berminat? Mengapa?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Apakah yang anda lakukan semalam? <b>[BERHENTI SEBENTAR]</b> Bagaimanakah pengalaman itu?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Apakah yang anda ingin lakukan selepas lawatan ini?</p> <p><i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 8

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<p><b>Anda Kawan Melayu</b></p>
<b>Konteks</b>	<p><b>Kata:</b>            Anda di Shah Alam dan hendak pergi makan bersama seorang kawan Melayu. Saya ialah kawan Melayu anda.</p>
<b>Soalan-soalan</b>	<p><b>Tanya soalan-soalan berikut:</b></p>
<b>1</b>	<p>Apakah jenis restoran yang kamu ingin pergi?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Pada pukul berapa kita akan pergi ke restoran itu?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Apakah yang kamu telah makan kali terakhir kamu pergi ke sebuah restoran? <b>[BERHENTI SEBENTAR]</b> Adakah kamu menikmati makanan kamu itu?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Adakah kamu suka makan di restoran? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Hari Sabtu ini hari jadi kamu. Apakah yang anda ingin lakukan?   <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 9

<b>Start the recording</b>	
<b>Before the test</b>	<p><b>Say:</b>            Your name, e.g. Mr John Smith            The candidate's number, e.g. 0031            The candidate's name, e.g. Anita Cheng            The candidate card number            The date</p>
<b>Soalan latihan (tidak dinilai)</b>	<p><b>Kata:</b>            Hello / Selamat pagi / Selamat tengahari / Selamat petang            Apa khabar? / Anda baik?            Sudah tiba masanya untuk kita mulakan ujian.</p>

<b>Permainan peranan</b>	
<b>Calon: Guru:</b>	<p><b>Anda Penumpang kereta api</b></p>
<b>Konteks</b>	<p><b>Kata:</b>            Anda menaiki sebuah kereta api dan berada dalam perjalanan ke Ipoh. Anda berbual dengan seorang penumpang lain. Saya ialah penumpang itu.</p>
<b>Soalan-soalan</b>	<p><b>Tanya soalan-soalan berikut:</b></p>
<b>1</b>	<p>Tumpang tanya, bilakah kereta api ini dijadualkan tiba di Ipoh?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Kenapa anda pergi ke Ipoh?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Saya suka menaiki kereta api. Anda bagaimana? <b>[BERHENTI SEBENTAR]</b>            Mengapa (tidak)?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Apakah perjalanan jarak jauh lain yang anda pernah telah lakukan?  <b>[BERHENTI SEBENTAR]</b> Apakah yang anda lakukan sepanjang perjalanan itu?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Apakah yang akan anda lakukan bila sampai di Ipoh?   <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>



## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <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></li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topik: Pakaian	
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Biasanya, apakah yang anda pakai ke sekolah?
<b>2</b>	Berikan gambaran tentang pakaian kegemaran anda.
<b>3</b>	Ceritakan tentang pengalaman membeli belah terakhir anda. <b>[BERHENTI SEBENTAR]</b> Apakah pakaian yang anda beli?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah pakaian yang anda beli baru-baru ini? <b>[BERHENTI SEBENTAR]</b> Di manakah anda membelinya?
<b>4</b>	Apabila anda dewasa, adakah penting untuk anda membeli pakaian yang mengikuti perkembangan fesyen? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah anda akan membeli pakaian yang mengikuti perkembangan fesyen apabila kamu dewasa nanti? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?
<b>5</b>	Pada pendapat anda, apakah kebaikan dan keburukan memakai pakaian seragam sekolah?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang anda suka dan tidak suka tentang pakaian seragam sekolah anda?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <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></li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topik: Diri, keluarga dan rakan-rakan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Ceritakan tentang keluarga anda.
2	Biasanya, apakah yang anda lakukan bersama keluarga anda pada waktu malam?
3	Beritahu saya tentang hujung minggu yang menarik bersama keluarga atau kawan-kawan anda.  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang anda lakukan bersama keluarga atau kawan anda pada hujung minggu lepas?
4	Adakah anda rasa ianya penting untuk mempunyai kawan-kawan yang baik? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah kawan-kawan penting? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?
5	Bagaimanakah anda akan terus kekal berhubung dengan rakan sekolah anda pada masa hadapan?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang akan anda lakukan pada masa hadapan untuk terus kekal berhubung dengan rakan sekolah anda?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.  <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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topik: Makanan dan minuman	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah waktu makan kegemaran anda?
2	Siapakah yang memasak dalam keluarga anda?
3	Apakah makanan yang anda ingin makan malam ini?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang anda ingin makan malam ini?
4	Beritahu saya tentang kali terakhir anda pergi makan di restoran. [BERHENTI SEBENTAR] Ke manakah anda pergi dan dengan siapa?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang kamu minum dan makan malam semalam? [BERHENTI SEBENTAR] Di mana kamu makan? [BERHENTI SEBENTAR] Dengan siapa?
5	Pada pendapat anda, apakah yang boleh kita lakukan untuk menjadi lebih sihat?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah ianya penting untuk menjadi sihat? [BERHENTI SEBENTAR] Mengapa (tidak)?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <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></li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topik: Perjalanan dan pengangkutan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Bagaimanakah anda pergi ke sekolah setiap pagi?
2	Apakah pengangkutan kegemaran anda?
3	Apakah keburukan tinggal jauh dari sekolah?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah lebih baik untuk tinggal dekat dengan sekolah? [ <b>BERHENTI SEBENTAR</b> ] Mengapa (tidak)?
4	Ceritakan tentang kali terakhir anda pergi berjalan-jalan. Anda pergi ke mana? [ <b>BERHENTI SEBENTAR</b> ] Bagaimanakah anda pergi ke sana?  <b>Soalan-soalan alternatif (jika perlu):</b>  Ke manakah anda pergi pada percutian terakhir anda? [ <b>BERHENTI SEBENTAR</b> ] Apakah yang anda lakukan di sana? [ <b>BERHENTI SEBENTAR</b> ] Adakah anda pergi menaiki bas?
5	Adakah penting untuk memiliki sebuah kereta pada masa hadapan? [ <b>BERHENTI SEBENTAR</b> ] Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah anda ingin memiliki sebuah kereta pada masa hadapan/bila anda dewasa? [ <b>BERHENTI SEBENTAR</b> ] Mengapa (tidak)?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g.  <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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topik: Pendidikan dan latihan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah mata pelajaran kegemaran anda di sekolah?
2	Berapa banyak masa anda habiskan untuk membuat kerja sekolah setiap hari? [BERHENTI SEBENTAR] Adakah ia terlalu banyak atau tidak?
3	Beritahu saya tentang apa yang anda lakukan pada cuti sekolah yang lepas?  <b>Soalan-soalan alternatif (jika perlu):</b> Apakah yang anda lakukan semasa cuti sekolah yang lepas?
4	Apakah yang akan anda belajar pada tahun hadapan? Mengapa?  <b>Soalan-soalan alternatif (jika perlu):</b> Apakah mata pelajaran yang anda ingin pelajari tahun hadapan? [BERHENTI SEBENTAR] Mengapa?
5	Pada pendapat anda, adakah penting untuk mendapat pendidikan yang baik? Mengapa?  <b>Soalan-soalan alternatif (jika perlu):</b> Adakah penting untuk belajar di sekolah yang bagus? [BERHENTI SEBENTAR] Mengapa (tidak)?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <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></li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topik: Dunia antarabangsa	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Bahasa asing yang manakah anda boleh bercakap?
2	Sejak bilakah anda telah mempelajari bahasa Melayu?
3	<p>Ceritakan satu situasi apabila mengetahui bahasa asing membantu anda. [BERHENTI SEBENTAR] Di mana dan siapakah bersama anda ketika itu?</p> <p><b>Soalan-soalan alternatif (jika perlu):</b></p> <p>Bilakah anda pernah menggunakan bahasa asing? [BERHENTI SEBENTAR] Di mana dan dengan siapa?</p>
4	<p>Adakah anda akan mempelajari bahasa asing lain pada masa hadapan? [BERHENTI SEBENTAR] Mengapa (tidak)?</p> <p><b>Soalan-soalan alternatif (jika perlu):</b></p> <p>Adakah anda ingin mempelajari bahasa asing lain? [BERHENTI SEBENTAR] Mengapa (tidak)?</p>
5	<p>Pada pendapat anda, adakah bahasa asing membantu anda untuk lebih berjaya di tempat kerja? [BERHENTI SEBENTAR] Mengapa (tidak)?</p> <p><b>Soalan-soalan alternatif (jika perlu):</b></p> <p>Adakah bahasa asing penting untuk mendapat kerja yang lebih baik? [BERHENTI SEBENTAR] Mengapa (tidak)?</p>

## Teacher/examiner scripts – Topic conversations

## TOPIC 7

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

Topik: Komunikasi dan teknologi	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah peralatan elektronik/jenis teknologi yang anda gunakan setiap hari?
2	Berapa jam sehari anda habiskan dalam talian?
3	Ceritakan tentang kali terakhir anda menggunakan internet untuk membuat kerja sekolah anda?  <b>Soalan-soalan alternatif (jika perlu):</b>  Bagaimanakah anda menggunakan internet untuk membuat kerja sekolah anda?
4	Pada pendapat anda, apakah peralatan-peralatan elektronik yang akan wujud dalam masa 20 tahun akan datang?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah peralatan elektronik yang anda mahu ada dalam masa 20 tahun akan datang? <b>[BERHENTI SEBENTAR]</b> Mengapa?
5	Apakah kebaikan rangkaian sosial? <b>[BERHENTI SEBENTAR]</b> Dan keburukannya?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah rangkaian sosial baik atau buruk? <b>[BERHENTI SEBENTAR]</b> Mengapa?

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