

Example candidate response – high

Role play (Candidate card 2)

Teacher/examiner: 你好！

[The teacher/examiner starts with a greeting.]

Candidate: 你好吗？

[The candidate responds confidently, asking the examiner how he is.]

Teacher/examiner: 我很好，你呢？

[The teacher/examiner continues with a simple warm up dialogue.]

Candidate: 我也很好，谢谢。 [The candidate responds confidently.]

Teacher/examiner: 好。现在我们开始你的口试。你在服装店申请工作。你跟经理说话。我是那位经理。

[The teacher/examiner indicates the start of the test. He reads out the role play scenario.]

Teacher/examiner: 你多大了？

[The teacher/examiner asks the first question.]

Candidate: 我今年十五岁了。

[Communication achieved.]

Teacher/examiner: 你以前做过什么工作？

[The teacher/examiner asks the second question.]

Candidate: 我以前做银行。。对不起。。我做过中国餐馆的服务员。

[The candidate starts with one answer and changes to another. Communication is achieved.]

Teacher/examiner: 你为什么想来这里工作？

[The teacher/examiner asks the third question.]

Candidate: 因为从小到现在，我很喜欢很多各种各样的衣服。我也觉得买衣服很有趣。

[Communication achieved with good detail.]

Teacher/examiner: 你想一个星期工作几天？

[The teacher/examiner asks the first part of the fourth question.]

Candidate: 是，我想一个星期工作几天。我想一个星期工作五天。

[The candidate starts off with an incorrect answer and then changes to another. Communication is achieved.]

Teacher/examiner: 你可以什么时候开始？

[The teacher/examiner asks the second part of the fourth question.]

Candidate: 我可以明天开始。

[Communication achieved.]

Teacher/examiner: 在学校，你最喜欢什么科目？

[The teacher/examiner asks the first part of the fifth question.]

Candidate: 在学校，我最喜欢数学。

[Communication achieved.]

Teacher/examiner: 为什么？

[The teacher/examiner asks the second part of the fifth question.]

Candidate: 因为我觉得数学又很容易又很有意思。

[Communication achieved.]

Teacher/examiner: 好的。现在我们首先谈谈。。。现在我们谈谈科技。。首先谈谈科技，好吗？

[The teacher/examiner indicates that they are going to talk about Technology. This is not in the topic conversation 1 area. He erroneously picks this from topic conversation 2 area.]

Topic conversation 1 (Topic 5)

Teacher/examiner: 你喜欢发短信还是电子邮件？

[The teacher/examiner asks the first question.]

Candidate: 我喜欢电子邮件。

[The candidate gives a simple straightforward answer.]

Teacher/examiner: 你每天发多少个电子邮件？

[The teacher/examiner asks the second question.]

Candidate: 我每天发三个电子邮件。

[The candidate gives a simple straightforward answer.]

Teacher/examiner: 说说你上个星期用了什么样的网站？

[The teacher/examiner asks the third question.]

Candidate: 我上个星期用。。。对不起，我没听懂。

[The candidate starts to reply but then apologises and says he doesn't understand the question.]

Teacher/examiner: 说说你上个星期用了什么样的网站？

[The teacher/examiner repeats the third question.]

Candidate: 我上个星期用了手机的网站。我花了三个小时玩电脑游戏。我也用了社交网站。如果我的朋友住在美国，所以我每天用手机跟他聊天儿。

[The candidate responds well, developing ideas, opinions and demonstrating a past time frame. He confused 如果 for 因为 but showcases a wide range of vocabulary and structures.]

Teacher/examiner: 你觉得中学生每天上网多长时间比较合适？

[The teacher/examiner asks the first part of the fourth question.]

Candidate: 对不起，我没听懂。

[The candidate apologises and says he doesn't understand the question.]

Teacher/examiner: 你觉得中学生每天上网多长时间比较合适？

[The teacher/examiner asks the fourth question a second time.]

Candidate: 我觉得很合适。

[The candidate responds ambiguously].

Teacher/examiner: 多长时间比较合适？

[The teacher/examiner repeats the key question word. He should have moved on to the alternative question. He is only permitted to repeat the original question once.]

Candidate: 我觉得一个小时合适。

[The candidate answers in a simple correct sentence].

Teacher/examiner: 为什么？

[The teacher/examiner asks the second part of the fourth question.]

Candidate: 因为如果他们花很多时间用电器，他们的眼睛就可以坏。我也觉得他们可以用手机或电脑玩电脑游戏。这就会让他们的成绩变坏。

[The candidate answers very well, developing his ideas and opinions and demonstrating a range of sentence structures and vocabulary.]

Teacher/examiner: 还有呢？你能多说一点儿吗？

[The teacher/examiner asks an extension question to solicit more information from the candidate although the candidate has already answered well above.]

Candidate: 是，我也觉得上网的时候，他们可以看很多有趣的视频。这就可以教他们很多重要的东西。我也觉得他们晚上（？）的时候，他们也可以做很多工作（功课？）。

[The candidate responds with some of the positive aspects of being on the internet although the original question was asking how much time was appropriate and this was answered well in his response above. Generally good response but some ambiguity in the last sentence.]

Teacher/examiner: 将来你打算上网学习哪些新的知识？

[The teacher/examiner asks the first part of the fifth question.]

Candidate: [No response.]

Teacher/examiner: 将来你打算上网学习哪些新的知识？

[The teacher/examiner asks the first part of the fifth question again.]

Candidate: 对不起，我没听懂了。

[The candidate apologises and says he doesn't understand the question.]

Teacher/examiner: 将来你会上网学习什么？

[The teacher/examiner asks the alternative question.]

Candidate: 将来我想学习数学。

[The candidate answers the question simply].

Teacher/examiner: 为什么？

[The teacher/examiner asks the second part of the fifth question.]

Candidate: 因为从小到现在，我常常喜欢做数学的功课。我也觉得数学很有趣。我爸爸常常说数学很有用。我也觉得数学比科目。。和其他的。。对不起。。我也觉得数学比其他的科目容易得多。

[The candidate gives a good explanation with some very good structures.]

Teacher/examiner: 好，现在我们谈谈你的家庭生活。

[The teacher/examiner indicates that they are now going to talk about family life.]

Topic conversation 2 (Topic 2)

Teacher/examiner: 你家有谁？

[The teacher/examiner asks the first question.]

Candidate: 我家有四口人：爸爸，妈妈，哥哥，和我。

[The candidate responds well.]

Teacher/examiner: 你家住在哪儿。。你家在哪里？

[The teacher/examiner asks the second question.]

Candidate: 我家在班加罗尔。我们住在一个公寓的楼。

[The candidate responds well.]

Teacher/examiner: 如果有机会，你会养宠物吗？

[The teacher/examiner asks the first part of the third question.]

Candidate: 是，如果有机会我会养宠物。

[The candidate responds with a correct simple reply.]

Teacher/examiner: 为什么？

[The teacher/examiner asks the second part of the third question.]

Candidate: 因为我觉得宠物很可爱。我也觉得宠物常常跟你参加很多活动，例如散步，看电影，打球 等等

[The candidate responds well.]

Teacher/examiner: 你觉得父母给孩子零花钱有什么好处？

[The teacher/examiner asks the fourth question.]

Candidate: 我觉得父母给孩子零花钱有很多好处,例如给他们零花钱可以教他们负责。我也觉得如果他们有零花钱,他们就可以买很多有趣的东西例如鞋子,篮球等等。我也觉得如果他们有零花钱,他们就可以跟朋友们一起出去玩儿。这就是一个好处。

[The candidate responds very well, showcasing a range of good grammatical structures.]

Teacher/examiner: 有什么坏处?

[The teacher/examiner asks the second part of the fourth question.]

Candidate: 他们常常用零花钱买不好的东西例如吸烟(?),手机等等。他们也可以花很多钱。这就是一个坏处。

[The candidate generally responds well with some ambiguity.]

Teacher/examiner: 你和家人上次出门时用了什么交通方式?

[The teacher/examiner asks the fifth question.]

Candidate: 对不起,我没听懂。

[The candidate apologises and says he doesn't understand the question.]

Teacher/examiner: 你和家人上次出门时用了什么交通方式?

[The teacher/examiner asks the fifth question again.]

Candidate: 上次我们用了公共汽车因为公共汽车的费很便宜所以我们常常喜欢用公共汽车。

[The candidate responds very well.]

Teacher/examiner: 你们去了哪儿?

[The teacher/examiner asks the second part of the fifth question.]

Candidate: 我们去了我们朋友的家。

[The candidate responds correctly.]

Teacher/examiner: 你觉得有兄弟姐妹好不好?

[The teacher/examiner asks a further question. If the topic conversation lasts 3.5 minutes or less, teacher/examiners must ask **up to two** further questions on the **same** topic so that the conversation lasts 4 minutes.]

Candidate: 我觉得有兄弟姐妹很好。

Teacher/examiner: 为什么?

Candidate: 因为如果你的功课很难,他们可以帮助你。我也觉得如果你有兄弟姐妹,你就可以认识很多新朋友。我有一个哥哥。他常常跟我一起去好玩。我觉得这是一个好处。

[The candidate responds very well.]

Teacher/examiner: 好的,谢谢你。

[The teacher/examiner signals the examination has finished.]

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