



# Cambridge IGCSE™

**MALAY**

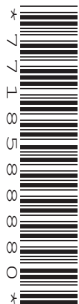
**0546/03**

Paper 3 Speaking

**May/June 2023**

INSTRUCTIONS FOR TEACHERS/EXAMINERS

**Approximately 10 minutes**



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

## INSTRUCTIONS

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

## INFORMATION

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

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

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## Introduction

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

### The purpose of the speaking test

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

To achieve this it is important to:

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

### Structure of the speaking test

The structure is as follows:

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

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

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

## Resources required

You need:	Each candidate needs:
<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</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: *[date of test]*

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

**From this point onwards, all parts of the test must be conducted in Malay.**

### Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.

Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

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

**Topic conversation 1**

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

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <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 Malay: 'Now we are going to talk about [name of the second topic]'.
- 18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 19 Listen carefully to and acknowledge the candidate's answer to each question.
- 20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <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 (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **[www.cambridgeinternational.org/samples](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

## 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	Exam series	Year
Please select syllabus/component			

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Total (max 40 marks)	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)			
0031	Anita Cheng	3	3 & 7	2	2	1	2	2	10	9	28		

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

<b>Order of candidates</b>	<b>Candidate card</b>	<b>Topic conversation 1</b>	<b>Topic conversation 2</b>
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 3	Topic 7
Candidate 25	7	Topic 1	Topic 4
Candidate 26	8	Topic 2	Topic 5
Candidate 27	9	Topic 3	Topic 6
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 3	Topic 5
<i>Start again at row 1 (as used for Candidate 1)</i>			

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 1

<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 Jurujual dalam talian</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda ingin menempah bilik hotel. Saya ialah jurujual dalam talian.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	<p>Terima kasih kerana menghubungi Hotel Wira. Anda ingin menempah bilik untuk berapa malam?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Bilakah tarikh anda akan datang ke Hotel Wira?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Saya akan buat tempahan bilik anda. <b>[BERHENTI SEBENTAR]</b>            Apakah kemudahan yang anda akan gunakan semasa tinggal di Hotel Wira?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Adakah anda akan pergi bersiar-siar? <b>[BERHENTI SEBENTAR]</b> Mengapa?</p> <p><i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Bilakah kali terakhir anda tinggal di hotel? <b>[BERHENTI SEBENTAR]</b>            Bagaimanakah pengalaman anda di situ?</p> <p><i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>



## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

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 Pembantu kedai basikal</b>
<b>Konteks</b>	<b>Kata:</b> Basikal anda rosak. Anda membawa basikal anda ke kedai basikal. Saya ialah pembantu kedai basikal.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Hai, selamat datang. Sudah berapa lamakah basikal anda rosak?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Bilakah anda mahu saya siapkan basikal ini?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Apakah yang berlaku yang menyebabkan kerosakan pada basikal anda?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Mengapakah anda suka menunggang basikal?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Adakah anda ingin membeli basikal baharu pada masa akan datang? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 3

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 Kawan anda</b>
<b>Konteks</b>	<b>Kata:</b> Anda merancang untuk pergi berkelah. Saya ialah kawan anda dan saya ingin mengikut anda.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Di manakah kita akan pergi berkelah?  <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>	Apakah barang yang kita akan bawa untuk berkelah?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Bilakah kali terakhir kamu pergi berkelah? <b>[BERHENTI SEBENTAR]</b> Dengan siapakah kamu pergi?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah yang kita akan buat selepas berkelah nanti?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## 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 Guru Penasihat Sukan</b>
<b>Konteks</b>	<p><b>Kata:</b>            Anda ingin menyertai aktiviti sukan di sekolah. Saya ialah Guru Penasihat Sukan sekolah.</p>
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	<p>Kelab sukan manakah yang kamu ingin sertai?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>2</b>	<p>Kamu belajar di kelas mana?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>3</b>	<p>Mengapakah kamu berminat dengan sukan ini?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>4</b>	<p>Apakah faedah yang kamu akan dapat sebagai ahli kelab?   <i>Beri reaksi yang sesuai dan tanya:</i></p>
<b>5</b>	<p>Apakah aktiviti sukan lain yang pernah kamu sertai? <b>[BERHENTI SEBENTAR]</b>            Bagaimanakah pengalaman kamu?   <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 Kawan anda</b>
<b>Konteks</b>	<b>Kata:</b> Anda ingin membeli hadiah permainan untuk hari jadi adik anda. Saya ialah kawan anda dan saya pergi ke kedai permainan bersama anda.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Apakah permainan yang awak mahu belikan untuk adik awak?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Berapakah umur adik awak?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Mengapakah awak fikir adik awak akan menyukai permainan ini?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Apakah hadiah yang awak berikan kepada adik awak tahun lepas? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Bagaimanakah keluarga awak akan menyambut hari jadi adik awak pada tahun ini?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

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 Jurujual pakaian</b>
<b>Konteks</b>	<b>Kata:</b> Anda akan menghadiri majlis graduasi anda pada bulan depan. Anda ingin membeli baju untuk majlis tersebut. Saya ialah jurujual pakaian.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Apakah pakaian yang anda cari?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Apakah warna yang anda mahu?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Siapakah yang akan pergi ke majlis itu bersama anda? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Bilakah kali terakhir anda membeli baju baharu? <b>[BERHENTI SEBENTAR]</b> Di manakah anda membeli baju itu?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah jenis pakaian kegemaran anda? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 7

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 Guru kelas muzik</b>
<b>Konteks</b>	<b>Kata:</b> Anda ingin mengikuti Kelas Muzik. Saya ialah guru Kelas Muzik tersebut.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Apakah jenis muzik yang kamu minati?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Apakah alat muzik yang ingin kamu pelajari?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Bagaimanakah kamu mula berminat dengan muzik?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Bilakah kali terakhir kamu mempelajari muzik? <b>[BERHENTI SEBENTAR]</b> Apakah yang kamu pelajari?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah cita-cita kamu selepas mengikuti Kelas Muzik ini? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 8

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 Penjual tiket bas</b>
<b>Konteks</b>	<b>Kata:</b> Anda ingin membeli tiket bas ekspres untuk pulang ke kampung. Saya ialah penjual tiket di kaunter.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Hai, anda mahu membeli tiket ke mana?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Berapakah jumlah tiket yang anda ingin beli?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Mengapakah anda memilih untuk menaiki bas ekspres?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Bilakah kali terakhir anda berjalan jauh? <b>[BERHENTI SEBENTAR]</b> Apakah yang menarik dalam perjalanan itu?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah yang anda akan buat apabila sampai di destinasi? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 9

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 Kawan baharu</b>
<b>Konteks</b>	<b>Kata:</b> Anda berpindah ke sekolah baharu. Saya ialah kawan baharu di kelas anda.
<b>Soalan-soalan</b>	<b>Tanya soalan-soalan berikut:</b>
<b>1</b>	Hai, awak berasal dari mana?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>2</b>	Bilakah awak berpindah ke sini?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>3</b>	Mengapakah awak berpindah ke sekolah ini?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>4</b>	Berapa lamakah awak bersekolah di sekolah lama? <b>[BERHENTI SEBENTAR]</b> Apakah yang awak suka mengenai sekolah lama awak?  <i>Beri reaksi yang sesuai dan tanya:</i>
<b>5</b>	Apakah aktiviti ko-kurikulum yang awak akan sertai di sini? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>



## 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 (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: Haiwan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Haiwan apakah yang anda suka?
2	Di manakah biasanya anda melihat haiwan ini?
3	Pada pendapat anda, adakah bagus untuk mempunyai haiwan peliharaan? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah kebaikan mempunyai haiwan peliharaan?
4	Semasa anda kecil, apakah pengalaman anda dengan haiwan?  <b>Soalan-soalan alternatif (jika perlu):</b>  Pernahkah anda ada pengalaman dengan haiwan pada masa kecil? <b>[BERHENTI SEBENTAR]</b> Ceritakan.
5	Adakah anda berminat untuk bekerja dengan haiwan pada masa hadapan? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah pendapat anda tentang bekerja dengan haiwan pada masa hadapan?

## 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 (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: Pengurusan Masa	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada jam berapakah anda bangun setiap hari?
2	Berapa jam sehari anda khaskan untuk belajar?
3	Mengapakah penting bagi anda untuk merancang rutin anda setiap hari?  <b>Soalan-soalan alternatif (jika perlu):</b>  Mengapakah pengurusan masa yang baik penting untuk seorang pelajar?
4	Sebagai pelajar, apakah masalah yang pernah anda hadapi berkaitan dengan pengurusan masa?  <b>Soalan-soalan alternatif (jika perlu):</b>  Bagaimanakah anda menguruskan masa sebagai pelajar?
5	Pada pendapat anda, apakah cabaran yang anda akan hadapi dalam menguruskan masa dalam tempoh lima tahun akan datang?  <b>Soalan-soalan alternatif (jika perlu):</b>  Pada pendapat anda, apakah cabaran pengurusan masa yang biasanya dihadapi oleh orang dewasa?

## 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 (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: Pemakanan sihat	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah makanan kegemaran anda?
2	Bilakah biasanya anda dapat makan makanan kegemaran anda ini?
3	Apakah yang anda faham tentang pemakanan yang sihat?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah kita perlu makan makanan yang sihat? <b>[BERHENTI SEBENTAR]</b> Mengapa?
4	Pada pendapat anda, adakah tabiat pemakanan pada masa lalu lebih sihat daripada masa sekarang? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah orang pada masa lalu mempunyai tabiat pemakanan yang baik? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?
5	Pada pendapat anda, bagaimanakah cara pemakanan akan berubah pada masa hadapan?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah orang akan mengamalkan pemakanan sihat pada masa hadapan? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?

## 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 (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: Alam Sekitar	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah kawasan alam semulajadi yang paling dekat dengan tempat tinggal anda?
2	Berapa kerapkah anda pergi ke sana?
3	Mengapakah penting bagi kita untuk mengekalkan hutan?  <b>Soalan-soalan alternatif (jika perlu):</b>  Mengapakah hutan penting kepada manusia?
4	Sebagai seorang pelajar, apakah sumbangan anda untuk menjaga alam sekitar?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang anda pernah buat untuk menjaga alam sekitar?
5	Pada masa hadapan, apakah perubahan yang perlu dibuat untuk menyelamatkan bumi kita?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang kita boleh buat untuk menyelamatkan bumi kita pada masa hadapan?

## 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 (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: Percutian	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah destinasi percutian kegemaran anda?
2	Dengan siapakah anda selalu pergi bercuti?
3	Apakah ciri-ciri tempat percutian yang anda sukai? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <b>Soalan-soalan alternatif (jika perlu):</b>  Mengapakah anda menyukai tempat percutian itu?
4	Apakah cabaran yang orang pada masa lalu hadapi untuk bercuti?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah bercuti pada masa sekarang lebih mudah dari masa dahulu? <b>[BERHENTI SEBENTAR]</b> Mengapa?
5	Apakah yang anda ingin lakukan dalam percutian pada masa akan datang? <b>[BERHENTI SEBENTAR]</b> Mengapa?  <b>Soalan-soalan alternatif (jika perlu):</b>  Di manakah destinasi percutian yang anda ingin pergi pada masa akan datang? <b>[BERHENTI SEBENTAR]</b> Mengapa?

## 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 (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: Mata pelajaran kegemaran	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah mata pelajaran kegemaran anda di sekolah?
2	Berapa lamakah anda sudah mempelajari mata pelajaran ini?
3	Mengapakah anda menyukai mata pelajaran ini?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah yang anda suka tentang mata pelajaran ini?
4	Ketika anda menghadapi masalah dalam mata pelajaran ini, bagaimanakah anda mengatasinya?  <b>Soalan-soalan alternatif (jika perlu):</b>  Siapakah yang membantu anda dalam mata pelajaran ini? <b>[BERHENTI SEBENTAR]</b> Bagaimana?
5	Bagaimanakah mata pelajaran ini akan memberi manfaat kepada anda pada masa depan?  <b>Soalan-soalan alternatif (jika perlu):</b>  Adakah mata pelajaran ini berguna untuk masa depan anda? <b>[BERHENTI SEBENTAR]</b> Bagaimana?

## 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 (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 jarak jauh	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah yang biasanya anda guna untuk menghubungi rakan anda di tempat lain?
2	Berapa kerapkah anda menghubungi rakan anda?
3	Mengapakah anda menggunakan kaedah komunikasi tersebut?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah kelebihan cara yang anda guna untuk berkomunikasi ini?
4	Adakah anda pernah menulis surat atau menghantar kad kepada rakan anda? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Apakah kelebihan menghantar surat atau kad berbanding e-mel atau pesanan ringkas?
5	Jika anda tinggal jauh dari keluarga pada masa hadapan, adakah penting untuk anda terus berkomunikasi dengan mereka? <b>[BERHENTI SEBENTAR]</b> Mengapa (tidak)?  <b>Soalan-soalan alternatif (jika perlu):</b>  Bagaimanakah anda akan berkomunikasi dengan keluarga jika anda tinggal berjauhan pada masa hadapan?

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