The following text is the traditional-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

Speaking Question 1 of 7
WA:　最近這幾天都沒看到你，你在忙些什麼呢？

[TONE]

(20 seconds)

Speaking Question 2 of 7
WA:　聽說這裏的學生都喜歡運動，也喜歡上體育課、心理健康課，你覺得多運動或者上這些課有什麼好處？

[TONE]

(20 seconds)

Speaking Question 3 of 7
WA:　在中國，我們學校每年都有體育比賽。你們學校都有些什麼體育比賽？

[TONE]

(20 seconds)

Speaking Question 4 of 7
WA:　我很喜歡打乒乓球，你喜歡什麼運動？為什麼？

[TONE]

(20 seconds)

Speaking Question 5 of 7
WA:　最近學校的功課很多，我都沒有時間運動了。怎麼辦呢？

[TONE]

(20 seconds)

Speaking Question 6 of 7
WA:　這樣吧，這個週末我們一起去運動吧。你有什麼建議？

[TONE]

(20 seconds)

The following text is the simplified-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

Speaking Question 1 of 7
WA:　最近这几天都没看到你，你在忙些什么呢？

[TONE]

(20 seconds)

Speaking Question 2 of 7
WA:　听说这里的学生都喜欢运动，也喜欢上体育课、心理健康课，你觉得多运动或者上这些课有什么好处？

[TONE]

(20 seconds)

Speaking Question 3 of 7
WA:　在中国，我们学校每年都有体育比赛。你们学校都有些什么体育比赛？

[TONE]

(20 seconds)

Speaking Question 4 of 7
WA:　我很喜欢打乒乓球，你喜欢什么运动？为什么？

[TONE]

(20 seconds)

Speaking Question 5 of 7
WA:　最近学校的功课很多，我都没有时间运动了。怎么办呢？

[TONE]

(20 seconds)

Speaking Question 6 of 7
WA:　这样吧，这个周末我们一起去运动吧。你有什么建议？

[TONE]

(20 seconds)

Question 3: Conversation — 6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	• Addresses prompt minimally or marginally • Very disjointed sentences or isolated words	• Directly addresses prompt and provides an appropriate but incomplete answer • Fragmented sentences	• Directly addresses prompt and provides a basic but appropriate answer • Disconnected sentences	• Directly addresses prompt and provides an appropriate response • Sentences may be loosely connected	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail • Connected sentences	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail • Smoothly connected sentences
DELIVERY	• Very labored pace and intonation, with constant hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate intense listener effort • Constant use of register inappropriate to situation	• Labored pace and intonation, with frequent hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate constant listener effort • Frequent use of register inappropriate to situation	• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension • Errors in pronunciation (including tones) sometimes necessitate special listener effort • Use of register appropriate to situation is inconsistent or includes many errors	• Generally consistent pace and intonation, with intermittent hesitation and repetition • May have several errors in pronunciation (including tones), which do not necessitate special listener effort • May include several lapses in otherwise consistent use of register appropriate to situation	• Smooth pace and intonation, with occasional hesitation and repetition • Occasional errors in pronunciation (including tones) • Consistent use of register appropriate to situation except for occasional lapses	• Natural pace and intonation, with minimal hesitation or repetition • Accurate pronunciation (including tones), with minimal errors • Consistent use of register appropriate to situation
LANGUAGE USE	• Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language • Little or no control of grammatical structures, with frequent errors that significantly obscure meaning	• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language • Limited grammatical structures, with frequent errors that obscure meaning	• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language • Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning	• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning • Mostly appropriate grammatical structures, with errors that do not generally obscure meaning	• Appropriate vocabulary and idioms, with sporadic errors • Variety of grammatical structures, with sporadic errors	• Rich and appropriate vocabulary and idioms, with minimal errors • Wide range of grammatical structures, with minimal errors

Score of 0: UNACCEPTABLE performance—Contains nothing that earns credit
- Mere restatement of the prompt
- Clearly does not respond to the prompt
- "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese
- Not in Mandarin Chinese

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs