



# Cambridge IGCSE™ (9–1)

ITALIAN

7164/03

Paper 3 Speaking

May/June 2024

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 **Italian** and the candidates must respond in **Italian**.
- 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.

## Contents

<b>Introduction</b>	<b>3</b>
The purpose of the speaking test	3
Structure of the speaking test	3
Resources required	4
<b>Preparation in advance of the speaking test</b>	<b>5</b>
<b>On the day of the speaking test</b>	<b>5</b>
Before each candidate's test	5
During each candidate's test	6
Role play	6
Topic conversation 1	7
Topic conversation 2	8
After each candidate's speaking test	9
<b>After completing all of the speaking tests at the centre</b>	<b>9</b>
<b>Mark schemes</b>	<b>10</b>
Role play mark scheme	10
Topic conversation mark schemes	11
Communication	11
Quality of Language	12
<b>Working mark sheet (WMS)</b>	<b>13</b>
<b>Randomisation instructions</b>	<b>14</b>
<b>Teacher/examiner scripts – Role plays</b>	<b>16</b>
<b>Teacher/examiner scripts – Topic conversations</b>	<b>25</b>

## Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE (9–1) Italian 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 (9–1) Italian.

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 <a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a>)</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 (9–1) Italian 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: *[the date on which the test is conducted]*

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 Italian.**

### 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 Italian: '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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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 Italian: ‘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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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 (9–1) Italian 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 correct naming convention provided in the Submit for Assessment Admin Guide. This can be found at the samples database **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**

## 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 (9–1) 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			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 <b>IN CAPITALS:</b>	Examiner's signature:	Date:
--	-----------------------	-------

## 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

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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il poliziotto / La poliziotta</b>
<b>Contesto</b>	<b>Dica:</b> Sei in Italia. Ti hanno rubato lo zaino e vai alla polizia a denunciare il furto. Io sono il poliziotto / la poliziotta.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Come ti chiami?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Di che nazionalità sei?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Dove eri quando ti hanno rubato lo zaino? <b>[PAUSA]</b> Quando è successo?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Dove sei stato/a qui in Italia? <b>[PAUSA]</b> Cosa ti è piaciuto di più?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa farai in Italia questa settimana?  <i>Risponda e concluda la conversazione.</i>



## 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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il tuo amico / La tua amica</b>
<b>Contesto</b>	<b>Dica:</b> Vuoi organizzare una giornata al parco acquatico con il tuo amico / la tua amica. Io sono il tuo amico / la tua amica.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Quando vuoi andare?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Quanto costa l'entrata al parco acquatico?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Come preferisci andare al parco acquatico? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa faremo dopo il parco acquatico?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa hai fatto il fine settimana scorso? <b>[PAUSA]</b> Con chi?  <i>Risponda e concluda la conversazione.</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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa L'impiegato/a della biglietteria</b>
<b>Contesto</b>	<b>Dica:</b> Vuoi andare ad un concerto del tuo gruppo preferito con i tuoi amici e telefoni alla biglietteria. Io sono l'impiegato/a della biglietteria.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Quanti biglietti vuoi comprare?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Che giorno vuoi andare?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Ci sono tanti prezzi diversi. Quanto vuoi spendere? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa hai fatto l'ultima volta che sei andato/a a un concerto? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che altri gruppi o cantanti ti piacerebbe vedere in futuro? <b>[PAUSA]</b> Perché?  <i>Risponda e concluda la conversazione.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno / Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso / stessa Il proprietario / La proprietaria della gelateria</b>
<b>Contesto</b>	<b>Dica:</b> Vuoi trovare un lavoro per l'estate e parli con il proprietario / la proprietaria di una gelateria. Io sono il proprietario / la proprietaria della gelateria.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Quanti anni hai?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Che giorni puoi lavorare?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Perché vuoi lavorare in una gelateria?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Dove hai lavorato l'estate scorsa? <b>[PAUSA]</b> Cosa facevi?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che lavoro ti piacerebbe fare in futuro? <b>[PAUSA]</b> Perché?  <i>Risponda e concluda la conversazione.</i>

## 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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il tuo amico / La tua amica</b>
<b>Contesto</b>	<b>Dica:</b> Sei in Svizzera per un fine settimana. Parli con il tuo amico / la tua amica e decidete di visitare un castello. Io sono il tuo amico / la tua amica.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Quanto costa il biglietto di entrata?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Cosa portiamo da bere e da mangiare?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Secondo te che mezzo di trasporto è meglio prendere per arrivare al castello? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa faremo dopo la visita al castello? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa hai fatto ieri in Svizzera?  <i>Risponda e concluda la conversazione.</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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il / La turista</b>
<b>Contesto</b>	<b>Dica:</b> Sei in campeggio in Sicilia e vuoi andare ad una festa. Parli con un altro / un'altra turista. Io sono il / la turista.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	A che ora vuoi andare alla festa?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Quanti amici vengono con te?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Alla festa ci sarà molto da mangiare. Cosa pensi della cucina italiana?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Dove sei andato/a ieri? <b>[PAUSA]</b> Cosa hai visto?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cos'altro ti piacerebbe fare durante questa vacanza? <b>[PAUSA]</b> Perché?  <i>Risponda e concluda la conversazione.</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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il proprietario / La proprietaria del ristorante</b>
<b>Contesto</b>	<b>Dica:</b> Hai dimenticato la giacca al ristorante. Telefoni al ristorante per spiegare. Io sono il proprietario / la proprietaria del ristorante.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Puoi descrivere la giacca, per favore?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Dov'era il tuo tavolo?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Sì, l'abbiamo trovata! Quando puoi venire a riprenderla?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa hai mangiato nel nostro ristorante? <b>[PAUSA]</b> Ti è piaciuto e perché?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che commento scriverai sulla nostra pagina web? <b>[PAUSA]</b> Perché?  <i>Risponda e concluda la conversazione.</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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il ragazzo / La ragazza</b>
<b>Contesto</b>	<b>Dica:</b> Sei all'aeroporto di Venezia e chiacchieri con un altro ragazzo / un'altra ragazza. Io sono il ragazzo / la ragazza.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Ciao, dove vai?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	A che ora è il tuo volo?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Cosa farai durante il volo?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Che cosa hai comprato per la tua famiglia a Venezia? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Quando preferisci andare in vacanza? <b>[PAUSA]</b> Perché?  <i>Risponda e concluda la conversazione.</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>Introduzione (non valutata)</b>	<b>Dica:</b> Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/stessa Il papà / La mamma della famiglia</b>
<b>Contesto</b>	<b>Dica:</b> Sei in Italia per uno scambio scolastico. Vuoi uscire la sera per andare a ballare e hai bisogno di un passaggio dal papà / dalla mamma della famiglia che ti ospita. Io sono il papà / la mamma.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Allora, dove vuoi andare stasera?  <i>Risponda adeguatamente e chiedi:</i>
<b>2</b>	A che ora devi uscire?  <i>Risponda adeguatamente e chiedi:</i>
<b>3</b>	Come preferisci tornare a casa? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chiedi:</i>
<b>4</b>	Cosa hai fatto l'ultima volta che sei uscito/a la sera?  <i>Risponda adeguatamente e chiedi:</i>
<b>5</b>	Cosa farai domani mattina? <b>[PAUSA]</b> Perché?  <i>Risponda e concluda la conversazione.</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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: Cibo e bevande	
Domande	Faccia le domande seguenti:
1	Cosa sai cucinare?
2	Per chi cucini di solito?
3	Secondo te è importante fare attenzione a cosa si mangia? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) È importante mangiare bene? (ii) Perché?
4	Descrivi un pranzo con la tua famiglia che è stato speciale. [PAUSA] Spiegami perché è stato speciale.  <b>Domande alternative (se necessarie):</b>  Racconta di una volta che hai mangiato con la tua famiglia per un'occasione speciale.
5	C'è qualcosa che vorresti cambiare delle tue abitudini alimentari? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) Cosa cambieresti nella tua dieta? (ii) Perché?

## 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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: Tempo libero e sport	
Domande	Faccia le domande seguenti:
1	Che sport pratici?
2	Con chi fai sport di solito?
3	Racconta cosa hai fatto durante l'ultima lezione di educazione fisica a scuola.  <b>Domande alternative (se necessarie):</b>  Che cosa hai fatto come esercizio fisico recentemente?
4	Secondo te, perché è importante fare esercizio? [PAUSA] Quali sono i vantaggi e gli svantaggi?  <b>Domande alternative (se necessarie):</b>  (i) Pensi che sia importante fare attività fisica? (ii) Spiegami perché.
5	Quale evento sportivo ti piacerebbe vedere l'anno prossimo? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) Che evento sportivo guarderai in futuro? (ii) Perché?

## 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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: A casa	
Domande	Faccia le domande seguenti:
1	Com'è la tua casa?
2	Qual è la stanza dove passi più tempo a casa tua?
3	Parlami dell'ultima volta che hai aiutato in casa. <b>[PAUSA]</b> Cosa hai fatto?  <b>Domande alternative (se necessarie):</b>  Cosa hai fatto per aiutare in casa recentemente?
4	Secondo te quali sono i vantaggi e gli svantaggi di vivere a casa con la tua famiglia?  <b>Domande alternative (se necessarie):</b>  (i) Ti piacerebbe vivere da solo? (ii) Perché?
5	Dove sarà la tua casa ideale quando sarai adulto? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b>  (i) Dove ti piacerebbe vivere da grande? (ii) Perché?

## 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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: Lavoro e interessi	
Domande	Faccia le domande seguenti:
1	Che cosa fai quando non studi?
2	Quando ascolti musica?
3	Secondo te, è importante avere un lavoro appassionante? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b> (i) È importante avere un lavoro che ti piace molto? (ii) Perché?
4	Parlami di un'esperienza di lavoro che hai fatto.  <b>Domande alternative (se necessarie):</b>  Parlami di un lavoro che hai fatto recentemente.
5	In futuro ti piacerebbe diventare musicista professionista? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b> (i) Vorresti lavorare come musicista in futuro? (ii) Perché?

## 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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: L'ambiente	
Domande	Faccia le domande seguenti:
1	Come vieni a scuola?
2	Che cosa ricicli a casa?
3	Chi è responsabile per la protezione del nostro pianeta? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b> (i) Chi deve proteggere il pianeta? (ii) Perché?
4	In che modo la tua scuola si occupa dei problemi ecologici?  <b>Domande alternative (se necessarie):</b>  Che cosa hai fatto a scuola recentemente per aiutare l'ambiente?
5	Immagina come cambierà il nostro pianeta in futuro.  <b>Domande alternative (se necessarie):</b>  Come cambierà l'ambiente della Terra secondo te?

## 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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: Paesi, nazionalità e lingue	
Domande	Faccia le domande seguenti:
1	Dove sei nato/a?
2	Quali lingue parli?
3	Racconta di un viaggio che hai fatto all'estero. <b>[PAUSA]</b> Ti è piaciuto? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b> (i) In che Paese straniero sei stato/a? (ii) Ti è piaciuto? Perché?
4	Secondo te è interessante visitare altri Paesi? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b> (i) Ti piace viaggiare? (ii) Perché?
5	In futuro, tu viaggerai di più o di meno? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b> (i) Visiterai posti nuovi in futuro? (ii) Perché?

## 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>Dimmi qualcosa di più.</i> <i>Hai altro da dire?</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>			

Tema: Istruzione	
Domande	Faccia le domande seguenti:
1	Dov'è la tua scuola?
2	In che mese comincia la scuola nel tuo Paese?
3	Racconta cosa hai fatto ieri durante la ricreazione.  <b>Domande alternative (se necessarie):</b>  Cosa hai fatto ieri durante la pausa?
4	Cosa pensi della tua scuola? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) Dimmi una cosa che ti piace e una che non ti piace della tua scuola. (ii) Perché?
5	Che materia continuerai a studiare dopo la scuola? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) In futuro cosa studierai? (ii) Perché?

**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.