



# Cambridge IGCSE™ (9–1)

ITALIAN

7164/03

Paper 3 Speaking

May/June 2021

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.

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## 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 <b><a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a></b>)</li> <li>• recording equipment</li> <li>• a timer or clock (but not a timer on a phone)</li> <li>• the list of candidate names and numbers</li> <li>• a black or blue pen for marking</li> <li>• a quiet room for the preparation time</li> <li>• a quiet room for the speaking test.</li> </ul>	<ul style="list-style-type: none"> <li>• one candidate card.</li> </ul>

## Preparation in advance of the speaking test

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

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

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

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

**Note:** if more than one teacher/examiner is marking the Cambridge IGCSE (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: *5 March 2021*'

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

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>• If necessary, encourage a fuller response by asking an extension question, e.g.  <i>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 the target language: ‘Now we are going to talk about [name of the second topic]’.
- 18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. ‘When ...? Why?’), you should pause and wait for the answer to the first part before asking the second part.
- 19 Listen carefully to and acknowledge the candidate’s answer to each question.
- 20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as ‘Tell me more about ...’, ‘What else can you tell me about ...?’, ‘Is there anything else you want to say about ...?’.

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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 following convention:
 

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

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2021).

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

<b>Role play</b>	
<b>Candidato/a: Insegnante:</b>	<p><b>Te stesso/stessa</b>  <b>Il tuo amico italiano/La tua amica italiana</b></p>
<b>Contesto</b>	<p><b>Dica:</b>            Il tuo amico/La tua amica vuole cambiare il colore della sua camera e tu vuoi aiutarlo/a.</p>
<b>Domande</b>	<p><b>Faccia le domande seguenti</b></p>
<b>1</b>	<p>Che giorno sei libero/a per aiutarmi?  <i>Risponda adeguatamente e chieda:</i></p>
<b>2</b>	<p>Che colore suggerisci per la mia camera?  <i>Risponda adeguatamente e chieda:</i></p>
<b>3</b>	<p>Cosa posso comprare per cambiare la mia camera, secondo te?  <i>Risponda adeguatamente e chieda:</i></p>
<b>4</b>	<p>E tu? Hai mai cambiato qualcosa nella tua camera? <b>[PAUSA]</b>            Perché/Perché no?  <i>Risponda adeguatamente e chieda:</i></p>
<b>5</b>	<p>Cosa vuoi fare quando finiamo?  <i>Risponda e concluda la conversazione.</i></p>



## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

<b>Start the recording</b>	
<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?

<b>Role play</b>	
<b>Candidato/a: Insegnante:</b>	<b>Te stesso/ stessa Impiegato/a delle Ferrovie</b>
<b>Contesto</b>	<b>Dica:</b> Sei alla stazione di Milano e vuoi comprare un biglietto per visitare un'altra città.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Ciao! Dove vuoi andare?  <i>Risponda adeguatamente e chiedi:</i>
<b>2</b>	Quando vuoi partire?  <i>Risponda adeguatamente e chiedi:</i>
<b>3</b>	I ragazzi pagano meno. Quanti anni hai?  <i>Risponda adeguatamente e chiedi:</i>
<b>4</b>	Ci sei già stato? <b>[PAUSA]</b> Perché hai scelto di visitare questa città?  <i>Risponda adeguatamente e chiedi:</i>
<b>5</b>	Cosa farai quando sarai là? <b>[PAUSA]</b> Quanto tempo ti fermerai?  <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 Il tuo amico italiano/La tua amica italiana</b>
<b>Contesto</b>	<b>Dica:</b> Sei in città con il tuo amico/la tua amica. Passate davanti ad una gelateria e lui/lei vuole comprarti un gelato.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Che dici? Ci sediamo dentro o fuori?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Il cioccolato è il mio gusto preferito. A te quale gusto piace?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Quante palline di gelato vuoi?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Con chi hai mangiato il gelato l'ultima volta?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Adesso dove vuoi andare? <b>[PAUSA]</b> Cosa facciamo domani?  <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 Commesso/a in un negozio</b>
<b>Contesto</b>	<b>Dica:</b> Sei in un negozio per comprare un nuovo paio di scarpe.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Buongiorno, come posso aiutarti?  <i>Risponda adeguatamente e chiedi:</i>
<b>2</b>	Sei nel posto giusto! Che tipo di scarpe vuoi?  <i>Risponda adeguatamente e chiedi:</i>
<b>3</b>	Che numero di scarpe porti? <b>[PAUSA]</b> Di che colore le vuoi?  <i>Risponda adeguatamente e chiedi:</i>
<b>4</b>	E queste che hai provato, come ti sono sembrate?  <i>Risponda adeguatamente e chiedi:</i>
<b>5</b>	Quando vuoi mettere queste scarpe?  <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 italiano/La tua amica italiana</b>
<b>Contesto</b>	<b>Dica:</b> Il tuo amico/La tua amica ti propone di uscire e tu vuoi andare al parco. Ti piace giocare a tennis.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Ho voglia di uscire! Dove possiamo andare?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Cosa vuoi fare quando siamo al parco?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Perché ti piace giocare a tennis?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Quando hai cominciato a giocare a tennis? <b>[PAUSA]</b> Quale altro sport ti piace?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa faremo dopo?  <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 Dentista</b>
<b>Contesto</b>	<b>Dica:</b> Ti fa male un dente mentre sei in vacanza da un amico in Italia. Ti porta dal suo dentista.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Allora, dimmi, qual è il problema?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Dov'è il dente che ti fa male?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Sì, vedo. È rotto. Cos'è successo?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Non è urgente. Puoi aspettare per andare dal tuo dentista ... Quando tornerai al tuo Paese?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Gli altri denti sono sani. Quanto spesso li lavi?  <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 tuo amico italiano/La tua amica italiana</b>
<b>Contesto</b>	<b>Dica:</b> La tua bicicletta ha una ruota bucata. Ne parli con il tuo amico/la tua amica.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Allora, che problema c'è con la bici?  <i>Risponda adeguatamente e chiedi:</i>
<b>2</b>	Dove è la bici adesso?  <i>Risponda adeguatamente e chiedi:</i>
<b>3</b>	Con chi eri quando è successo?  <i>Risponda adeguatamente e chiedi:</i>
<b>4</b>	Ti piace andare in bici? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chiedi:</i>
<b>5</b>	Allora quando andiamo a fare un bel giro in bici insieme?  <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 cameriere/La cameriera del ristorante</b>
<b>Contesto</b>	<b>Dica:</b> Sei in vacanza in Italia con un'amica e andate al ristorante.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Buongiorno! Cosa bevete?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Cosa vi porto da mangiare?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Cosa pensate del cibo italiano?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa avete fatto durante la vostra vacanza?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che altro volete fare prima di partire? <b>[PAUSA]</b> Quando partite?  <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 L'insegnante di vela</b>
<b>Contesto</b>	<b>Dica:</b> Sei al lago con i tuoi amici e volete affittare una barca. Tu vai a parlare con l'insegnante. Oggi c'è molto vento.
<b>Domande</b>	<b>Faccia le domande seguenti</b>
<b>1</b>	Ciao! Come posso aiutarti?  <i>Risponda adeguatamente e chiedi:</i>
<b>2</b>	Oggi c'è molto vento, per affittare una barca dovete essere capaci. Quanti anni di esperienza hai?  <i>Risponda adeguatamente e chiedi:</i>
<b>3</b>	Dove hai fatto vela in passato?  <i>Risponda adeguatamente e chiedi:</i>
<b>4</b>	Per quanto tempo volete affittare la barca? <b>[PAUSA]</b> In quante persone sarete?  <i>Risponda adeguatamente e chiedi:</i>
<b>5</b>	Perché vi piace andare in barca a vela?  <i>Risponda e concluda la conversazione.</i>



## Teacher/examiner scripts – Topic conversations

## TOPIC 1

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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	Descrivimi la casa dove vivi adesso.
2	Raccontami quale è il tuo posto preferito a casa tua.
3	Dimmi con chi vivi a casa tua.  <b>Domande alternative (se necessarie):</b>  (i) Con chi dividi la tua casa? (ii) Chi vive a casa con te?
4	Cosa hai fatto a casa il fine settimana scorso?  <b>Domande alternative (se necessarie):</b>  Che attività hai fatto a casa il weekend passato?
5	Come sarà la tua casa quando sarai grande?  <b>Domande alternative (se necessarie):</b>  Che tipo di casa avrai da adulto?

## Teacher/examiner scripts – Topic conversations

### TOPIC 2

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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: Il tempo libero	
Domande	Faccia le domande seguenti:
1	Cosa ti piace fare nel tuo tempo libero?
2	Con chi ti piace passare il tuo tempo libero?
3	Cosa hai fatto durante le ultime vacanze scolastiche?  <b>Domande alternative (se necessarie):</b> Come hai passato le vacanze?
4	Che attività di volontariato sono disponibili ai giovani per aiutare gli altri?  <b>Domande alternative (se necessarie):</b> Cosa possono fare i giovani per aiutare gli altri durante il loro tempo libero?
5	Come pensi che cambierà in futuro il tempo libero della gente?  <b>Domande alternative (se necessarie):</b> Secondo te, la gente come passerà il tempo libero in futuro?

## Teacher/examiner scripts – Topic conversations

## TOPIC 3

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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: La mia famiglia, i miei amici ed io	
Domande	Faccia le domande seguenti:
1	Parlami di un tuo amico o di una tua amica.
2	Che cosa ti piace fare con i tuoi amici?
3	Raccontami di un'attività che hai fatto con i tuoi amici durante le vacanze.  <b>Domande alternative (se necessarie):</b> Cosa hai fatto durante le vacanze con i tuoi amici?
4	Quando incontri una persona nuova, come dev'essere per esserti simpatica?  <b>Domande alternative (se necessarie):</b> Cos'è importante per essere un buon amico o una buona amica?
5	Credi che continuerai a frequentare gli stessi amici quando sarai adulto? <b>[PAUSA]</b> Perché/Perché no?  <b>Domande alternative (se necessarie):</b> Pensi che da grande avrai gli stessi amici che hai adesso? <b>[PAUSA]</b> Perché/Perché no?

## Teacher/examiner scripts – Topic conversations

## TOPIC 4

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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: Il mondo naturale, l'ambiente, il clima e il tempo	
Domande	Faccia le domande seguenti:
1	Cosa ti piace dell'ambiente del posto dove abiti?
2	Che tempo fa nella zona dove vivi?
3	Parlami di un tipo di paesaggio che ti piace molto.  <b>Domande alternative (se necessarie):</b> Qual è il tuo tipo di paesaggio preferito?
4	In che modo hai cercato di contribuire alla protezione dell'ambiente recentemente?  <b>Domande alternative (se necessarie):</b> Cosa hai fatto finora per proteggere l'ambiente in cui vivi?
5	Come immagini sarà la nostra terra in futuro?  <b>Domande alternative (se necessarie):</b> (i) Credi che il nostro pianeta cambierà in futuro? (ii) Come?

## Teacher/examiner scripts – Topic conversations

## TOPIC 5

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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: Comunicazione e tecnologia	
Domande	Faccia le domande seguenti:
1	Cosa pensi dei computer a scuola?
2	Quando e come usi i social media?
3	In che modo hai usato il computer ultimamente?  <b>Domande alternative (se necessarie):</b> Che cosa hai fatto con il computer recentemente?
4	La tecnologia è diventata di uso comune nella vita moderna. Fammi qualche esempio.  <b>Domande alternative (se necessarie):</b> In che modo si usa la tecnologia ogni giorno?
5	Secondo te, quali saranno i cambiamenti della tecnologia del futuro?  <b>Domande alternative (se necessarie):</b> Quali saranno le nuove invenzioni del futuro, secondo te?

## Teacher/examiner scripts – Topic conversations

## TOPIC 6

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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	
Domande	Faccia le domande seguenti:
1	Che lavoro vuoi fare da adulto/a?
2	Dove immagini di fare quel lavoro?
3	Quali sono le qualità che hai per fare bene quel lavoro, secondo te?  <b>Domande alternative (se necessarie):</b> Perché questo lavoro è giusto per te?
4	Pensi che farai lo stesso lavoro per tutta la vita? Perché/Perché no?  <b>Domande alternative (se necessarie):</b> Credi che cambierai lavoro spesso? Perché/Perché no?
5	Cosa hai fatto in passato per guadagnare un po' di soldi?  <b>Domande alternative (se necessarie):</b> Come hai guadagnato dei soldi recentemente?

## Teacher/examiner scripts – Topic conversations

## TOPIC 7

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>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	Quali lingue parli?
2	Dove le hai imparate?
3	Come pensi ti sarà utile parlare più di una lingua?  <b>Domande alternative (se necessarie):</b> In che modo può esserti di aiuto parlare diverse lingue in futuro?
4	Quando hai avuto occasione di usare le lingue che impari?  <b>Domande alternative (se necessarie):</b> Quando hai usato la lingua che studi?
5	Descrivi una situazione in cui è importante sapere un'altra lingua.  <b>Domande alternative (se necessarie):</b> In che situazione è fondamentale sapere un'altra lingua?

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