



Cambridge IGCSE™ (9–1)

ITALIAN

7164/03

Paper 3 Speaking

May/June 2023

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes



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

INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **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

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

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"> • this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test. 	<ul style="list-style-type: none"> • one candidate card.

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

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

- 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**
- 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**
- 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**
- Each recorded file in the sample must be clearly named using the following convention:

centre number_candidate number_syllabus number_component number

Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	15 marks for Quality of Language	15
TOTAL MARK		40

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
2	<ul style="list-style-type: none"> • The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	<ul style="list-style-type: none"> • The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	<ul style="list-style-type: none"> • No creditable response.

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"> • Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> • Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> • Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> • Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> • No creditable response.

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"> Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. Accurate use of a wide range of vocabulary with occasional errors. Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> Good use of a range of the structures listed in the syllabus, with some errors. Good use of a range of vocabulary with some errors. Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> Satisfactory use of some of the structures listed in the syllabus, with frequent errors. Satisfactory use of vocabulary with frequent errors. Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> Very limited range of structures and vocabulary, almost always inaccurate. Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> No creditable response.

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 IN CAPITALS:	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

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
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	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/stessa Il tuo amico italiano/La tua amica italiana
Contesto	Dica: Sei in Italia con la tua scuola e vuoi organizzare un picnic. Parli con il tuo amico italiano/la tua amica italiana.
Domande	Faccia le domande seguenti:
1	Quando vogliamo fare questo picnic? <i>Risponda adeguatamente e chieda:</i>
2	Quante persone invitiamo? <i>Risponda adeguatamente e chieda:</i>
3	Dove possiamo fare il picnic? [PAUSA] Perché? <i>Risponda adeguatamente e chieda:</i>
4	Che cosa porteremo da mangiare per i vegetariani? [PAUSA] E per gli altri? <i>Risponda adeguatamente e chieda:</i>
5	Parlami dell'ultimo picnic che hai fatto. <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/stessa Il tuo amico svizzero/La tua amica svizzera
Contesto	Dica: Hai un nuovo cane. Vuoi fare una passeggiata con il tuo cane e il tuo amico svizzero/la tua amica svizzera.
Domande	Faccia le domande seguenti:
1	Dove andiamo a fare la passeggiata? <i>Risponda adeguatamente e chieda:</i>
2	A che ora andiamo? <i>Risponda adeguatamente e chieda:</i>
3	Perché hai deciso di prendere un cane? <i>Risponda adeguatamente e chieda:</i>
4	Che cosa hai fatto ieri con il tuo cane? <i>Risponda adeguatamente e chieda:</i>
5	Che cosa faremo dopo la passeggiata? [PAUSA] Perché? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/stessa L'impiegato/a
Contesto	Dica: Hai comprato un videogioco on-line che vuoi restituire. Chiami il negozio. Sono l'impiegato/a al telefono.
Domande	Faccia le domande seguenti:
1	Mi puoi dire come ti chiami? <i>Risponda adeguatamente e chieda:</i>
2	Perché vuoi restituire il videogioco? <i>Risponda adeguatamente e chieda:</i>
3	Quando hai comprato il videogioco? <i>Risponda adeguatamente e chieda:</i>
4	Normalmente preferisci comprare on-line o al negozio? [PAUSA] Perché? <i>Risponda adeguatamente e chieda:</i>
5	Che cosa comprerai dal nostro sito internet in futuro? [PAUSA] Perché? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/stessa Il commesso / La commessa del negozio
Contesto	Dica: Vuoi comprare una bicicletta e vai al negozio. Sono il commesso/la commessa del negozio.
Domande	Faccia le domande seguenti:
1	Buon pomeriggio! Come posso aiutarti? <i>Risponda adeguatamente e chieda:</i>
2	Abbiamo molte biciclette. Che colore preferisci? <i>Risponda adeguatamente e chieda:</i>
3	Perché vuoi comprare una bicicletta? <i>Risponda adeguatamente e chieda:</i>
4	Quando hai imparato ad andare in bicicletta? [PAUSA] Con chi? <i>Risponda adeguatamente e chieda:</i>
5	Dove andrai con la tua nuova bicicletta il prossimo fine settimana? [PAUSA] Ti serve altro? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/ stessa L'infermiere/a
Contesto	Dica: Sei a scuola e ti fa male il piede. Vai in infermeria. Sono l'infermiere/a.
Domande	Faccia le domande seguenti:
1	Dobbiamo avvertire un adulto... Chi preferisci chiamare? <i>Risponda adeguatamente e chieda:</i>
2	Quale piede ti fa male? <i>Risponda adeguatamente e chieda:</i>
3	Come ti sei fatto male? [PAUSA] Quando? <i>Risponda adeguatamente e chieda:</i>
4	Sei mai venuto in infermeria in passato? [PAUSA] Perché? <i>Risponda adeguatamente e chieda:</i>
5	È meglio non fare sport per qualche giorno. Che cosa farai invece? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/stessa Il / La tassista
Contesto	Dica: Vai all'aeroporto in taxi ma sei bloccato/a nel traffico. Parli con il/la tassista.
Domande	Faccia le domande seguenti:
1	A che ora parte l'aereo? <i>Risponda adeguatamente e chieda:</i>
2	Dove vai? <i>Risponda adeguatamente e chieda:</i>
3	Qual è stato l'ultimo viaggio che hai fatto? [PAUSA] Con chi? <i>Risponda adeguatamente e chieda:</i>
4	Preferisci viaggiare in aereo o in treno? [PAUSA] Perché? <i>Risponda adeguatamente e chieda:</i>
5	Che cosa farai se perdi l'aereo? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/stessa Il tuo amico italiano / La tua amica italiana
Contesto	Dica: Hai trovato un lavoro per l'estate. Parli di questo con il tuo amico italiano / la tua amica italiana.
Domande	Faccia le domande seguenti:
1	Che lavoro fai? <i>Risponda adeguatamente e chiedi:</i>
2	Che bello! Quante ore al giorno lavori? <i>Risponda adeguatamente e chiedi:</i>
3	Ti piace questo lavoro? [PAUSA] Perché? <i>Risponda adeguatamente e chiedi:</i>
4	Che cosa hai fatto l'estate scorsa? <i>Risponda adeguatamente e chiedi:</i>
5	Cosa farai con i soldi che guadagni? [PAUSA] Hai già deciso? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	Say: 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
Introduzione (non valutata)	Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?

Role play	
Candidato/a: Insegnante:	Te stesso/ stessa Il poliziotto / La poliziotta
Contesto	Dica: Sei a Roma e non trovi il passaporto. Parli con un poliziotto / una poliziotta.
Domande	Faccia le domande seguenti:
1	Qual è il problema? <i>Risponda adeguatamente e chieda:</i>
2	Di dove sei? <i>Risponda adeguatamente e chieda:</i>
3	Perché sei qui a Roma? [PAUSA] Per quanto tempo rimani? <i>Risponda adeguatamente e chieda:</i>
4	Dove eri l'ultima volta che avevi il passaporto? [PAUSA] Che cosa facevi? <i>Risponda adeguatamente e chieda:</i>
5	Quando ritornerai al tuo Paese? <i>Risponda e concluda la conversazione.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	<p>Say: 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>
Introduzione (non valutata)	<p>Dica: Buongiorno/ Ciao Come stai? È ora di cominciare l'esame. Sei pronto/a?</p>

Role play	
Candidato/a: Insegnante:	<p>Te stesso/stessa Il commesso / La commessa</p>
Contesto	<p>Dica: Vuoi comprare un nuovo computer. Sei in un negozio di informatica. Sono il commesso / la commessa.</p>
Domande	<p>Faccia le domande seguenti:</p>
1	<p>Salve, cosa posso fare per te oggi? <i>Risponda adeguatamente e chieda:</i></p>
2	<p>Quanto vuoi spendere? <i>Risponda adeguatamente e chieda:</i></p>
3	<p>Quanto tempo hai passato al computer ieri? [PAUSA] Che cosa hai fatto? <i>Risponda adeguatamente e chieda:</i></p>
4	<p>Secondo te, è utile usare il computer? [PAUSA] Perché? <i>Risponda adeguatamente e chieda:</i></p>
5	<p>Che cosa farai con il tuo nuovo computer? <i>Risponda e concluda la conversazione.</i></p>

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: I lavori domestici a casa	
Domande	Faccia le domande seguenti:
1	Chi fa i lavori domestici a casa tua?
2	Quando pulisci la tua camera?
3	Che cosa hai fatto la settimana scorsa per aiutare in casa? Domande alternative (se necessarie): Che lavori domestici hai fatto a casa recentemente?
4	Credi che sia importante aiutare in casa? [PAUSA] Perché? Domande alternative (se necessarie): (i) È importante aiutare in casa? (ii) Perché?
5	Descrivi la casa che ti piacerebbe avere da grande. Domande alternative (se necessarie): Come sarà la tua casa ideale in futuro?

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: La salute	
Domande	Faccia le domande seguenti:
1	Cosa fai per mantenerti sano/a?
2	Qual è la tua attività fisica preferita?
3	Che dieta hai seguito fino ad oggi? Domande alternative (se necessarie): Che cosa hai mangiato la settimana scorsa?
4	Quale pensi sia il maggior pericolo per la salute oggi? [PAUSA] Perché? Domande alternative (se necessarie): (i) Qual è il più grande problema per la salute dei giovani? (ii) Perché è un problema?
5	Cosa si può fare in futuro per essere più sani? Domande alternative (se necessarie): Cosa potresti fare in futuro per essere più sano/a?

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: I colori e i vestiti	
Domande	Faccia le domande seguenti:
1	Qual è il tuo colore preferito?
2	Che vestiti porti oggi?
3	Che vestiti hai comprato recentemente? [PAUSA] Dove sei andato/a a comprarli e con chi? Domande alternative (se necessarie): (i) Hai comprato dei vestiti nuovi recentemente: che cosa hai comprato? (ii) Dove sei andato/a e con chi?
4	Porti la divisa a scuola? [PAUSA] Che cosa pensi della divisa scolastica? Domande alternative (se necessarie): (i) Devi portare vestiti particolari quando vai a scuola? (ii) Cosa pensi di questo?
5	Che vestiti metterai per la prossima occasione speciale? Domande alternative (se necessarie): Come ti vestirai per la prossima festa?

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: Il clima e il tempo	
Domande	Faccia le domande seguenti:
1	Che tempo fa oggi?
2	Qual è il tuo clima preferito?
3	<p>Descrivi cosa ti piace fare nella tua stagione preferita.</p> <p>Domande alternative (se necessarie):</p> <p>Cosa fai durante la tua stagione preferita?</p>
4	<p>Cosa hai fatto l'ultima volta che ha fatto molto freddo? [PAUSA] Dove eri e con chi?</p> <p>Domande alternative (se necessarie):</p> <p>(i) Cosa hai fatto l'inverno scorso? (ii) Dove eri e con chi?</p>
5	<p>Come immagini sarà il clima nel futuro?</p> <p>Domande alternative (se necessarie):</p> <p>Come cambierà il tempo nel futuro?</p>

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: Istruzione	
Domande	Faccia le domande seguenti:
1	Cosa ti piace studiare?
2	Dove studi di solito?
3	Che cosa hai dovuto leggere per la scuola recentemente? [PAUSA] Era interessante? [PAUSA] Perché? Domande alternative (se necessarie): (i) Che cosa hai letto a scuola la settimana scorsa? (ii) Ti è piaciuto? [PAUSA] Perché?
4	Per quali ragioni pensi che sia importante studiare? Domande alternative (se necessarie): (i) È importante studiare secondo te? (ii) Spiega perché.
5	Quale materia secondo te sarà utile per il tuo futuro? [PAUSA] Perché? Domande alternative (se necessarie): (i) Cosa hai studiato a scuola che potrai usare in futuro? (ii) Perché?

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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: Vivere in città/in campagna	
Domande	Faccia le domande seguenti:
1	Tu dove abiti?
2	Da quanto tempo abiti lì?
3	È bella la zona dove abiti? [PAUSA] Perché? Domande alternative (se necessarie): (i) Ti piace dove vivi? (ii) Perché?
4	Parla di un luogo meraviglioso dove sei stato/a l'ultima volta. [PAUSA] Con chi sei andato/a? Domande alternative (se necessarie): (i) Parla di un posto bello dove sei andato/a l'ultima volta. (ii) Con chi sei andato/a?
5	In futuro sceglierai di vivere in città o in campagna? [PAUSA] Perché? Domande alternative (se necessarie): (i) Dove abiterai 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 once if necessary)	Ask the next question
<ul style="list-style-type: none"> 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> 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. 			

Tema: Le feste	
Domande	Faccia le domande seguenti:
1	Quando è il tuo compleanno?
2	Dove festeggi il tuo compleanno?
3	Quali sono le tradizioni del tuo Paese che ti piacciono di più? [PAUSA] Perché? Domande alternative (se necessarie): (i) Che festa tipica del tuo Paese preferisci? (ii) Perché?
4	Che cosa hai festeggiato recentemente? [PAUSA] Con chi? Domande alternative (se necessarie): (i) Che festa hai celebrato nell'ultimo mese? (ii) C'erano altre persone con te?
5	Come celebrerai l'arrivo del nuovo anno? Domande alternative (se necessarie): Cosa farai per festeggiare il nuovo anno?

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 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.