



# Cambridge IGCSE™

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**ITALIAN****0535/03**

Paper 3 Speaking

**May/June 2022**

INSTRUCTIONS FOR TEACHERS/EXAMINERS

**Approximately 10 minutes**

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

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**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).

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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 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 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**

<b>You need:</b>	<b>Each candidate needs:</b>
<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 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 2022*'

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 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
- 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 2022).

## 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>



## 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 tuo amico italiano/La tua amica italiana</b>
<b>Contesto</b>	<b>Dica:</b> Tu sei in Italia e vuoi imparare a fare la pizza. Sono il tuo amico italiano/la tua amica italiana e mi chiedi di aiutarti.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Cosa vuoi imparare a fare?  <i>Risponda adeguatamente e chiedi:</i>
<b>2</b>	Ok, che cosa vuoi mettere sulla pizza?  <i>Risponda adeguatamente e chiedi:</i>
<b>3</b>	Secondo te, la pizza è un piatto sano? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chiedi:</i>
<b>4</b>	Che cosa hai fatto ieri in cucina?  <i>Risponda adeguatamente e chiedi:</i>
<b>5</b>	Cosa vorresti fare dopo la pizza?  <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 commesso/La commessa del negozio</b>
<b>Contesto</b>	<b>Dica:</b> Il tuo telefonino è rotto. Vuoi ripararlo e vai in un negozio.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Buongiorno! Come posso aiutarti?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Oh mamma mia, è proprio rotto...dove è successo?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Però è abbastanza vecchio! Quando hai comprato il telefonino?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Perché è importante il telefonino per te?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Il telefonino sarà pronto fra due ore. Cosa farai mentre aspetti?  <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/La farmacista</b>
<b>Contesto</b>	<b>Dica:</b> Hai mal di stomaco. Vai in farmacia e parli con il/la farmacista.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Buongiorno, qual è il problema?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Da quanto tempo hai mal di stomaco?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Forse hai mangiato qualcosa di strano. Cosa hai mangiato? <b>[PAUSA]</b> E cosa hai bevuto?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Non è niente di grave. Devi riposare. Che cosa farai a casa?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Secondo te, cosa è importante fare per essere sani?  <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/La negoziante</b>
<b>Contesto</b>	<b>Dica:</b> Vorresti un lavoretto per l'estate. Entri in un negozio di animali che cerca una persona. Parli con il/la negoziante.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Buongiorno, come posso aiutarti?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Perché vuoi questo lavoro?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Che lavoro hai fatto in passato?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Va bene, tu quando potresti cominciare?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che lavoro vorresti 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 padrone/La padrona del bar</b>
<b>Contesto</b>	<b>Dica:</b> Vai in vacanza al mare. Vuoi un ombrellone e chiedi informazioni al bar della spiaggia.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Ciao! Come posso aiutarti?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Per quanto tempo vuoi l'ombrellone?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Preferisci stare vicino al mare o vicino al bar? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa hai visitato finora?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa farai stasera? <b>[PAUSA]</b> Con chi?  <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 bibliotecario/La bibliotecaria</b>
<b>Contesto</b>	<b>Dica:</b> Sei in Italia per una vacanza studio. Vuoi usare la biblioteca della città. Io sono il bibliotecario/la bibliotecaria.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Buongiorno, come posso aiutarti?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Per usare la biblioteca devi vivere qui. Per quanto tempo rimani in città?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Quando sei a scuola, usi la biblioteca? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Bene! Qual è l'ultimo libro che hai letto? <b>[PAUSA]</b> Cosa ne pensi?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che tipo di libri vorresti leggere in futuro?  <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 Un ragazzo/Una ragazza</b>
<b>Contesto</b>	<b>Dica:</b> Sei ad una protesta contro il riscaldamento globale. Parli con un ragazzo/una ragazza.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Ciao! Di che nazionalità sei?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	A quante proteste hai partecipato?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Secondo te, quali sono i problemi peggiori per l'ambiente?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa hai fatto per ridurre il tuo impatto sull'ambiente?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa farai dopo la protesta?  <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 tuo amico italiano/La tua amica italiana</b>
<b>Contesto</b>	<b>Dica:</b> Sei in montagna e vuoi andare a sciare. Parli con il tuo amico italiano/la tua amica italiana.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Allora, quando andiamo a sciare?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Dobbiamo prendere gli sci e gli scarponi. Che numero porti di scarpe?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Preferisci le vacanze al mare o in montagna? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Quando hai imparato a sciare?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Cosa facciamo domani?  <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'impiegato/a alla biglietteria</b>
<b>Contesto</b>	<b>Dica:</b> Sei in vacanza al lago e vuoi fare un giro in traghetto. Parli con l'impiegato/a alla biglietteria.
<b>Domande</b>	<b>Faccia le domande seguenti:</b>
<b>1</b>	Buongiorno! Come posso aiutarti?  <i>Risponda adeguatamente e chieda:</i>
<b>2</b>	Quanti biglietti vuoi?  <i>Risponda adeguatamente e chieda:</i>
<b>3</b>	Quanto tempo pensi di rimanere al lago?  <i>Risponda adeguatamente e chieda:</i>
<b>4</b>	Cosa ti è piaciuto di questa vacanza? <b>[PAUSA]</b> Perché?  <i>Risponda adeguatamente e chieda:</i>
<b>5</b>	Che altro farai durante la tua vacanza?  <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: Cibi e bevande	
Domande	Faccia le domande seguenti:
1	Cosa ti piace mangiare?
2	Cosa bevi di solito a scuola?
3	Chi ha cucinato ieri a casa tua? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) Qual è la persona che ha cucinato a casa tua ieri? (ii) Perché?
4	Secondo te, è importante mangiare in modo sano? [PAUSA] Perché?  <b>Domande alternative (se necessarie):</b>  (i) Tu mangi cibi sani? (ii) Perché?
5	Pensi che cambieranno le abitudini alimentari in futuro? [PAUSA] Come?  <b>Domande alternative (se necessarie):</b>  Che cosa mangeremo in futuro?

## 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: Viaggi e mezzi di trasporto	
Domande	Faccia le domande seguenti:
1	Come vai a scuola di solito?
2	Qual è il mezzo di trasporto che non ti piace usare?
3	Parlami di una città che hai visitato. Cosa ti è piaciuto?  <b>Domande alternative (se necessarie):</b>  (i) In quale città sei stato/a recentemente? (ii) Perché ti è piaciuta?
4	Quali sono i vantaggi e gli svantaggi di viaggiare in aereo?  <b>Domande alternative (se necessarie):</b>  (i) Ti piace viaggiare in aereo? (ii) Perché sì?/Perché no?
5	Quando sarai grande, viaggerai molto? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b>  (i) Ti piacerebbe viaggiare da adulto/a? (ii) Perché?

## 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: Vestiti e accessori	
Domande	Faccia le domande seguenti:
1	Che vestiti ti piace portare?
2	Dove compri i tuoi vestiti?
3	Come cambi i tuoi vestiti con le stagioni?  <b>Domande alternative (se necessarie):</b>  (i) Cosa porti d'estate? (ii) Cosa porti d'inverno?
4	Credi che sia importante seguire la moda? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b>  (i) Ti piace seguire la moda? (ii) Perché sì?/Perché no?
5	Come pensi che saranno i vestiti del futuro?  <b>Domande alternative (se necessarie):</b>  Come ti vestirai in futuro?

## 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: Amicizie	
Domande	Faccia le domande seguenti:
1	Chi è il tuo amico favorito/la tua amica favorita?
2	Che carattere ha?
3	Descrivi l'aspetto fisico del tuo amico/della tua amica.
4	Parlami di come vi siete conosciuti.  <b>Domande alternative (se necessarie):</b>  Come hai conosciuto il tuo amico/la tua amica?
5	Tu, che tipo di persona sarai in futuro?  <b>Domande alternative (se necessarie):</b>  Tu, come sarai da grande?

## 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: Ambiente urbano	
Domande	Faccia le domande seguenti:
1	Vivi in città o in campagna?
2	Che cosa ti piace del posto dove vivi?
3	Raccontami di una città che ha una particolare importanza per te.  <b>Domande alternative (se necessarie):</b>  Parlami di una città dove sei stato recentemente.
4	Cosa rende bella la vita in città?  <b>Domande alternative (se necessarie):</b>  Quali sono i vantaggi della vita in città?
5	Come pensi che cambieranno le città in futuro?  <b>Domande alternative (se necessarie):</b>  (i) Pensi che le città del futuro saranno diverse? (ii) In che modo?

## 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: L'istruzione e la formazione	
Domande	Faccia le domande seguenti:
1	Qual è la materia più difficile per te?
2	A che ora comincia la tua scuola?
3	Parlami di una giornata a scuola la settimana scorsa.  <b>Domande alternative (se necessarie):</b>  Cosa hai fatto ieri a scuola?
4	Quali sono i vantaggi o gli svantaggi di usare il computer a scuola?  <b>Domande alternative (se necessarie):</b>  (i) È utile usare il computer a scuola? (ii) Perché?
5	Vuoi andare all'università quando avrai finito gli studi? <b>[PAUSA]</b> Perché?  <b>Domande alternative (se necessarie):</b>  (i) Cosa farai quando avrai finito la scuola? (ii) Perché?

## 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	Qual è la tua lingua materna?
2	È facile o difficile imparare una lingua straniera?
3	Dove ti piacerebbe vivere quando sarai adulto/a?  <b>Domande alternative (se necessarie):</b>  Dove vuoi abitare da grande?
4	Parlami di un Paese straniero che hai visitato e dimmi perché ti è piaciuto.  <b>Domande alternative (se necessarie):</b>  (i) In che Paese straniero sei stato? (ii) Perché ti è piaciuto ?
5	Quali sono i vantaggi e gli svantaggi di vivere in un Paese straniero?  <b>Domande alternative (se necessarie):</b>  (i) È facile o difficile vivere all'estero? (ii) Perché?

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