CAMBRIDGE
International Education

Cambridge IGCSE™ (9–1)

ITALIAN **7164/03**

Paper 3 Speaking **May/June 2026**

INSTRUCTIONS FOR TEACHERS/EXAMINERS **Approximately 10 minutes**

4982847110

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 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.

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Resources required

You need:	Each candidate needs:
• 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.	• one candidate card.

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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**

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.

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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.

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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.

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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.

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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 correct naming convention provided in the Submit for Assessment Admin Guide. This can be found on the samples database **www.cambridgeinternational.org/samples**

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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 ***together***	15 marks for Communication	15
Topic conversations 1 and 2 ***together***	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	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

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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	• 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	• 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	• 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	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• 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		• No creditable response.

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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	• 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	• 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	• 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	• 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	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

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Working mark sheet (WMS)

Cambridge IGCSE 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		

						ROLE PLAY					TOPIC CONVERSATIONS			
Sample?	**Cand. no.**	**Candidate name**	**Absent**	***Role play card no.***	***Topic conversation nos.***	**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)	**Total** (max 40 marks)	**Internal/ external moderation**
	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

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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
Start again at row 1 (as used for Candidate 1)			

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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 parrucchiere / La parrucchiera**
Contesto	**Dica:** Vuoi cambiare il colore dei tuoi capelli. Telefoni al parrucchiere / alla parrucchiera per prendere un appuntamento. Io sono il parrucchiere / la parrucchiera.
Domande	**Faccia le domande seguenti:**
1	Che giorno vuoi l'appuntamento? *Risponda adeguatamente e chieda:*
2	Come sono i tuoi capelli? *Risponda adeguatamente e chieda:*
3	Che colore nuovo preferisci? [**PAUSA**] Perché? *Risponda adeguatamente e chieda:*
4	Quando sei andato/a dal parrucchiere / dalla parrucchiera l'ultima volta? [**PAUSA**] Con chi sei andato/a? *Risponda adeguatamente e chieda:*
5	Dove andrai dopo l'appuntamento? *Risponda e concluda la conversazione.*

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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** **L'impiegato/a alla biglietteria**
Contesto	**Dica:** Sei a Roma e vuoi visitare il Colosseo. Parli con l'impiegato/a alla biglietteria. Io sono l'impiegato/a.
Domande	**Faccia le domande seguenti:**
1	Ciao! Quanti biglietti vuoi? *Risponda adeguatamente e chieda:*
2	Quando vuoi visitare il Colosseo? *Risponda adeguatamente e chieda:*
3	Gli studenti pagano meno. Cosa studi? *Risponda adeguatamente e chieda:*
4	Quale città hai visitato recentemente? [**PAUSA**] Cosa ti è piaciuto? *Risponda adeguatamente e chieda:*
5	Cosa farai la settimana prossima? [**PAUSA**] Con chi? *Risponda e concluda la conversazione.*

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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** **Il/La tassista**
Contesto	**Dica:** Sei in vacanza a Firenze e prendi un taxi. Parli con il/la tassista. Io sono il/la tassista.
Domande	**Faccia le domande seguenti:**
1	Buongiorno! Dove devi andare? *Risponda adeguatamente e chieda:*
2	Va bene! Di che nazionalità sei? *Risponda adeguatamente e chieda:*
3	Che cosa hai fatto a Firenze questa settimana? *Risponda adeguatamente e chieda:*
4	Ti piace l'Italia? [**PAUSA**] Perché? / Perché no? *Risponda adeguatamente e chieda:*
5	Che cosa comprerai in Italia per i tuoi amici? *Risponda e concluda la conversazione.*

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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 panettiere / La panettiera**
Contesto	**Dica:** Fai una festa con la tua classe d'Italiano. Vai in panificio per comprare qualcosa da mangiare per la festa. Parli con il panettiere / la panettiera. Io sono il panettiere / la panettiera.
Domande	**Faccia le domande seguenti:**
1	Cosa desideri comprare? *Risponda adeguatamente e chieda:*
2	Per quante persone? *Risponda adeguatamente e chieda:*
3	Perché vuoi fare una festa? *Risponda adeguatamente e chieda:*
4	Che cosa hai fatto con la tua classe d'Italiano la settimana scorsa? *Risponda adeguatamente e chieda:*
5	Dove andrai con i tuoi compagni di classe dopo la festa? *Risponda e concluda la conversazione.*

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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** **Il tuo amico / La tua amica**
Contesto	**Dica:** Sei in città con il tuo amico / la tua amica e hai fame. Parli con il tuo amico / la tua amica. Io sono il tuo amico / la tua amica.
Domande	**Faccia le domande seguenti:**
1	Che cosa ti piace mangiare? *Risponda adeguatamente e chieda:*
2	Dove andiamo a mangiare? *Risponda adeguatamente e chieda:*
3	Preferisci mangiare a casa o al ristorante? [**PAUSA**] Perché? *Risponda adeguatamente e chieda:*
4	Quando sei andato/a al ristorante l'ultima volta? [**PAUSA**] Perché? *Risponda adeguatamente e chieda:*
5	Che cosa vuoi fare dopo pranzo? *Risponda e concluda la conversazione.*

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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 farmacista**
Contesto	**Dica:** Sei in vacanza in Italia. Vai in farmacia perché ti sei fatto male. Parli con il/la farmacista. Io sono il/la farmacista.
Domande	**Faccia le domande seguenti:**
1	Che cosa ti fa male? *Risponda adeguatamente e chieda:*
2	Con chi sei in vacanza? *Risponda adeguatamente e chieda:*
3	Dove eri quando ti sei fatto male? *Risponda adeguatamente e chieda:*
4	Che cosa farai questo fine settimana? *Risponda adeguatamente e chieda:*
5	Ti piace passare le vacanze in Italia? [**PAUSA**] Perché? / Perché no? *Risponda e concluda la conversazione.*

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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 / La tua amica**
Contesto	**Dica:** Sei in Italia e parli con un amico / una amica perché vuoi comprare una bicicletta nuova. Io sono il tuo amico / la tua amica.
Domande	**Faccia le domande seguenti:**
1	Di che colore vuoi la bicicletta? *Risponda adeguatamente e chieda:*
2	Dove vai in bicicletta normalmente? *Risponda adeguatamente e chieda:*
3	Quando hai imparato ad andare in bicicletta? *Risponda adeguatamente e chieda:*
4	Userai la bicicletta in inverno? [**PAUSA**] Perché? / Perché no? *Risponda adeguatamente e chieda:*
5	Che altri mezzi di trasporto hai usato in passato? [**PAUSA**] Quale preferisci? *Risponda e concluda la conversazione.*

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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 tuo amico italiano / La tua amica italiana**
Contesto	**Dica:** Parli della tua scuola con il tuo amico italiano / la tua amica italiana. Io sono il tuo amico italiano / la tua amica italiana.
Domande	**Faccia le domande seguenti:**
1	Che materia ti piace studiare? *Risponda adeguatamente e chieda:*
2	In che mese comincia la tua scuola? *Risponda adeguatamente e chieda:*
3	Come vai a scuola? [**PAUSA**] Quanto tempo impieghi per arrivare a scuola? *Risponda adeguatamente e chieda:*
4	Che attività hai fatto recentemente a scuola? *Risponda adeguatamente e chieda:*
5	Ti piacerebbe andare all'università? [**PAUSA**] Perché? / Perché no? *Risponda e concluda la conversazione.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

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:** Parli di musica con un tuo amico italiano / una tua amica italiana. Io sono il tuo amico italiano / la tua amica italiana.
Domande	**Faccia le domande seguenti:**
1	Quale tipo di musica preferisci? *Risponda adeguatamente e chieda:*
2	Che strumento musicale suoni? *Risponda adeguatamente e chieda:*
3	Con chi preferisci ascoltare musica? [**PAUSA**] Perché? *Risponda adeguatamente e chieda:*
4	Quando hai ascoltato musica l'ultima volta? *Risponda adeguatamente e chieda:*
5	Andrai ad un concerto in futuro? [**PAUSA**] Perché? / Perché no? *Risponda e concluda la conversazione.*

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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: Tu e la tua famiglia	
Domande	**Faccia le domande seguenti:**
1	Quante persone ci sono nella tua famiglia?
2	Con chi vai più d'accordo nella tua famiglia?
3	Che cosa hai fatto di interessante con i tuoi genitori la settimana scorsa? **Domande alternative (se necessarie):** Parlami di cosa hai fatto recentemente con i tuoi genitori.
4	Che cosa fai per aiutare in famiglia? **Domande alternative (se necessarie):** Aiuti la tua famiglia in casa? [**PAUSA**] Che cosa fai?
5	Che tipo di famiglia ti piacerebbe avere quando sarai adulto? [**PAUSA**] Perché? **Domande alternative (se necessarie):** Ti piacerebbe avere una famiglia in futuro? [**PAUSA**] Come sarà?

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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: Vestiti e accessori	
Domande	**Faccia le domande seguenti:**
1	Che colore preferisci per i tuoi vestiti?
2	Che vestiti indossi di solito?
3	Dove hai comprato i tuoi vestiti recentemente? [**PAUSA**] Perché? **Domande alternative (se necessarie):** In quali negozi hai comprato vestiti? [**PAUSA**] Perché?
4	Ti piace portare la divisa a scuola? [**PAUSA**] Perché? / Perché no? **Domande alternative (se necessarie):** Qual è la tua opinione sulla divisa scolastica?
5	Cambierai il modo di vestirti da adulto? **Domande alternative (se necessarie):** Ti vestirai in modo diverso fra dieci anni? [**PAUSA**] Come?

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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: Viaggi e mezzi di trasporto	
Domande	**Faccia le domande seguenti:**
1	Come vai a scuola di solito?
2	Che mezzo di trasporto ti piace usare di più?
3	Dove sei andato l'ultima volta che hai viaggiato? [**PAUSA**] Cosa ti è piaciuto di più? **Domande alternative (se necessarie):** Cosa ti è piaciuto durante l'ultimo viaggio che hai fatto? [**PAUSA**] Dove sei andato?
4	Quali sono i vantaggi o gli svantaggi di viaggiare in macchina? **Domande alternative (se necessarie):** La macchina è un buon mezzo di trasporto? [**PAUSA**] Perché? / Perché no?
5	Dove ti piacerebbe viaggiare in futuro? [**PAUSA**] Perché? **Domande alternative (se necessarie):** Che Paesi ti piacerebbe visitare in futuro? [**PAUSA**] Perché?

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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: Comunicazione e tecnologia	
Domande	**Faccia le domande seguenti:**
1	Quanto tempo passi sul telefonino ogni giorno?
2	Quando usi il telefonino?
3	Che cosa hai fatto con il telefonino recentemente? **Domande alternative (se necessarie):** Come hai usato il telefonino recentemente?
4	Sei a favore o contro l'uso dei telefonini a scuola? [**PAUSA**] Perché? **Domande alternative (se necessarie):** Secondo te è una buona idea usare i telefonini a scuola? [**PAUSA**] Perché? / Perché no?
5	In futuro che dispositivi elettronici ti piacerebbe comprare? **Domande alternative (se necessarie):** Quali tecnologia digitale ti piacerebbe usare in futuro?

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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: Paesi, nazionalità e lingue	
Domande	**Faccia le domande seguenti:**
1	Di che Paese sei?
2	Che lingua o lingue si parlano nel tuo Paese?
3	Che cosa ti piace di più del tuo Paese? [**PAUSA**] Perché? **Domande alternative (se necessarie):** Qual è la cosa più bella del tuo Paese? [**PAUSA**] Perché ti piace?
4	Quando hai scelto di studiare l'Italiano? [**PAUSA**] Perché? **Domande alternative (se necessarie):** Perché hai voluto imparare l'Italiano? [**PAUSA**] Da quanto tempo lo studi?
5	Dove andrai a vivere quando sarai adulto? **Domande alternative (se necessarie):** In futuro dove vivrai?

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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 Lavoro	
Domande	**Faccia le domande seguenti:**
1	Qual è la tua materia preferita a scuola?
2	Che lavoro vuoi fare quando finisci di studiare?
3	Dove ti piacerebbe lavorare all'estero in futuro? [**PAUSA**] Perché? / Perché no? **Domande alternative (se necessarie):** Ti piacerebbe lavorare in un altro Paese? [**PAUSA**] Perché? / Perché no?
4	Preferisci guadagnare molti soldi o avere più tempo libero? [**PAUSA**] Perché? **Domande alternative (se necessarie):** È meglio essere ricchi o avere tempo libero? [**PAUSA**] Perché?
5	Che cosa hai fatto in passato per guadagnare un po' di soldi? **Domande alternative (se necessarie):** Che lavoretti hai fatto in passato?

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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

- If necessary, encourage a fuller response by asking an extension question, e.g.

  Dimmi qualcosa di più.
  Hai altro da dire?

- 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: Mondo naturale e ambiente	
Domande	**Faccia le domande seguenti:**
1	Dove vivi?
2	Da quanto tempo vivi lì?
3	Ti piace la zona dove vivi? [**PAUSA**] Perché / Perché no? **Domande alternative (se necessarie):** Secondo te, è bello il posto dove vivi? [**PAUSA**] Perché / Perché no?
4	Quando è stata l'ultima volta che hai visitato un posto in montagna o al mare? [**PAUSA**] Che cosa hai fatto? **Domande alternative (se necessarie):** Che cosa hai fatto l'ultima volta che sei andato/a in montagna o al mare? [**PAUSA**] Quando sei andato/a in montagna o al mare?
5	In futuro cosa potrebbero fare i giovani per proteggere l'ambiente? **Domande alternative (se necessarie):** Cosa farai tu in futuro per proteggere l'ambiente?

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