

GCSE ITALIAN

F+H

Foundation and Higher Tier Paper 2 Speaking

June 2024

Teacher's Booklet

- To be conducted by the teacher–examiner between 2 April and 17 May 2024.
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)
 10–12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- The contents of this Booklet must be treated as **strictly confidential** until the end of the test window.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.
- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).

General Certificate of Secondary Education
June 2024

Italian
Speaking Test
Teacher's Booklet

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Part 1**ROLE-PLAY 1****CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli dell'amicizia con un amico italiano/un'amica italiana.

- Migliore amico/amica – descrizione fisica [**due** dettagli].
- Andare d'accordo con l'amico/amica – ragione.
- **!**
- Attività insieme [**un** dettaglio].
- **?** Amicizia.

ROLE-PLAY 1

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli dell'amicizia con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1** Ask the candidate to describe what his/her friend looks like, [elicit **two** details].

Descrivimi il tuo migliore amico o la tua migliore amica.

- 2** Allow the candidate to give **two** details of physical description about his/her best friend.
Ask the candidate why they get on.

Perché andate d'accordo?

- 3** Allow the candidate to say why they get on.
! Ask the candidate how long they have been friends.

Da quanto tempo siete amici?

- 4** Allow the candidate to say how long they have been friends.
Ask the candidate what they do together, [elicit **one** detail].

Che cosa fate insieme?

- 5** Allow the candidate to say **one** activity they do together.
Say that is interesting.

Interessante

- ?** Allow the candidate to ask any question about friendship.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli del cibo con un amico italiano/un'amica italiana.

- Piatto preferito – descrizione.
- Bevanda – preferenza.
- **!**
- Ristorante preferito – ragione.
- **?** Colazione.

ROLE-PLAY 2

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli del cibo con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1** Ask the candidate to describe his/her favourite dish.

Descrivi il tuo piatto preferito.

- 2** Allow the candidate to describe his/her favourite dish.
Ask the candidate what he/she likes to drink.

E che cosa ti piace bere?

- 3** Allow the candidate to say what he/she likes to drink.
! Ask the candidate who usually cooks at home.

Chi cucina a casa tua di solito?

- 4** Allow the candidate to say who usually cooks at home.
Ask the candidate what type of restaurant he/she likes and why.

In che tipo di ristorante ti piace mangiare e perché?

Allow the candidate to say the type of restaurant he likes and why.
Say that you agree.

Sono d'accordo.

- 5** **?** Allow the candidate to ask any question about breakfast.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a journalist at a local Italian newspaper and will speak first.

You should address the journalist as *Lei*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Lei parla della Sua regione con un giornalista italiano/una giornalista italiana.

- Sua regione – dove.
- Per turisti – attrazioni [**due** dettagli].
- **!**
- Sua regione, quello che Le piace [**un** dettaglio].
- **?** Gran Bretagna.

ROLE-PLAY 3

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Lei*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Lei parla della Sua regione con un giornalista italiano/una giornalista italiana. Io sono il/la giornalista.*

- 1** Ask the candidate where his/her region is.

Dove si trova la Sua regione?

- 2** Allow the candidate to say where his/her region is.
Ask the candidate what attractions there are for tourists, [elicit **two** details].

Che attrazioni ci sono per i turisti?

- 3** Allow the candidate to give **two** details about attractions for tourists.
! Ask the candidate how long he/she has lived there.

E da quanto tempo abita in quella regione?

- 4** Allow the candidate to say how long he/she has lived in that region.
Ask the candidate what he/she likes about his/her region, [elicit **one** detail].

Cosa Le piace della Sua regione?

- 5** Allow the candidate to say **one** thing he/she likes about his/her region.
Say that it is interesting.

Interessante.

- ?** Allow the candidate to ask any question about Great Britain.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 4**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli della tua salute con un amico italiano/un'amica italiana.

- La tua dieta – descrizione.
- Alcol – opinione.
- **!**
- Esercizio fisico [**un** dettaglio].
- **?** Fast food.

ROLE-PLAY 4

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli della tua salute con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate to describe his/her diet.

 Descrivi la tua dieta.
- 2 Allow the candidate to describe his/her diet.
 Ask the candidate his opinion of alcohol.

 Cosa pensi dell'alcol?
- 3 Allow the candidate to give his/her opinion of alcohol.
! Ask at what time he/she usually goes to bed.

 A che ora vai a letto di solito?
- 4 Allow the candidate to say at what time he/she usually goes to bed.
 Ask the candidate what exercise he/she does to keep fit, [elicit **one** detail].

 Che esercizio fisico fai per tenerti in forma?
- 5 Allow the candidate to say **one** detail about what exercise he/she does to keep fit.

 Say that it is interesting.

 Interessante.
- ? Allow the candidate to ask any question about fast food.

 Give an appropriate answer.

Turn over ►

ROLE-PLAY 5**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a teacher in an Italian school you are visiting and will speak first.

You should address the teacher as *Lei*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Lei parla della Sua scuola con un professore/una professoressa in una scuola italiana.

- Studenti – quanti.
- Attrezzature sportive [**due** dettagli].
- Materie obbligatorie [**due** dettagli].
- **!**
- **?** La scuola italiana.

ROLE-PLAY 5

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Lei*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Lei parla della Sua scuola con un professore/una professoressa in una scuola italiana. Io sono il professore/la professoressa.*

- 1 Ask the candidate how many students there are in his/her school.
Quanti studenti ci sono nella Sua scuola?
- 2 Allow the candidate to say how many students there are in his/her school.
Ask the candidate about the sports facilities there are at his/her school, [elicit **two** details].
Quali attrezzature sportive ci sono nella Sua scuola?
- 3 Allow the candidate to give **two** details about sports facilities at his/her school.
Ask the candidate which subjects are compulsory, [elicit **two** details].
Quali materie sono obbligatorie?
- 4 Allow the candidate to give **two** details about compulsory subjects.
! Ask the candidate at what time his/her school finishes.
A che ora finisce la Sua scuola?
- 5 Allow the candidate to say at what time his/her school finishes.
Say that you understand.
Va bene.
- ? Allow the candidate to ask any question about the Italian school.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 6**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli del futuro con un amico italiano/un'amica italiana.

- Studiare all'università – importanza e ragione.
- **!**
- Lavorare in Italia – opinione.
- Una vita felice [**un** dettaglio].
- **?** Lavoro.

ROLE-PLAY 6

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli del futuro con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate to say if he/she thinks it is important to study at university and why.
Secondo te, è importante studiare all'università e perché?
 - 2 Allow the candidate to say if he/she thinks it is important to study at university and why.
! Ask the candidate what his/her ideal job is.
Qual è il tuo lavoro ideale?
 - 3 Allow the candidate to say what his/her ideal job is.
Ask the candidate what he/she thinks about working in Italy.
Cosa pensi dell'idea di lavorare in Italia?
 - 4 Allow the candidate to say what he/she thinks about working in Italy.
Ask the candidate what is important for a happy life, [elicit **one** detail].
Secondo te, cos'è importante per una vita felice?
 - 5 Allow the candidate to say **one** thing that is important for a happy life.
Say that you agree.
Sono d'accordo.
- ? Allow the candidate to ask any question about work.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 7**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli del cinema e della televisione con un amico italiano/un'amica italiana.

- Tipo di programmi preferiti— ragione.
- Troppa televisione – un consiglio.
- Film visto recentemente [**due** dettagli].
- **!**
- **?** Cinema o televisione.

ROLE-PLAY 7

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli del cinema e della televisione con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate what kind of television programmes he/she likes and why.

Che tipo di programmi preferisci e perché?
- 2 Allow the candidate to say what kind of television programmes he/she likes and why.
Ask the candidate what advice he/she would give to a friend who watches too much television.

Che consiglio daresti ad un amico o un'amica che guarda troppa televisione?
- 3 Allow the candidate to say what advice he/she would give to a friend who watches too much television.
Ask the candidate to tell you about a film he/she saw recently at the cinema, [elicit **two** details].

Parlami di un film che hai visto al cinema di recente.
- 4 Allow the candidate to give you **two** details about a film he/she saw recently at the cinema.
! Ask the candidate for an advantage and a disadvantage of watching a film at the cinema.

Dimmi un vantaggio e uno svantaggio di vedere un film al cinema.
- 5 Allow the candidate to give an advantage and a disadvantage of watching a film at the cinema.
Say that you agree.

Sono d'accordo.

? Allow the candidate to ask any question about cinema or television.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 8**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli della tecnologia con un amico italiano/un'amica italiana.

- L'uso del computer per gli studi.
- Internet – pericoli per i giovani.
- **!**
- Futuro della tecnologia.
- **?** Il cellulare.

ROLE-PLAY 8

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli della tecnologia con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate how he/she uses a computer for studying.
In che modo usi il computer per studiare?
- 2 Allow the candidate to say how he/she uses a computer for studying.
Ask the candidate how the internet is dangerous for young people.
Secondo te, in che modo internet è pericoloso per i giovani?
- 3 Allow the candidate to say how the internet is dangerous for young people.
! Ask the candidate if he/she prefers shopping online or at a shopping centre and why.
Preferisci fare shopping online o in un centro commerciale e perché?
- 4 Allow the candidate to say if he/she prefers shopping online or at a shopping centre and why.
Ask the candidate what he/she thinks the future of technology will be like.
E come sarà il futuro della tecnologia?
- 5 Allow the candidate to say what he/she thinks the future of technology will be like.
Say that you agree.
Sì, è vero.
? Allow the candidate to ask any question about mobile phones.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an Italian journalist and will speak first.

You should address the journalist as *Lei*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Lei parla della salute dei giovani con un/una giornalista in Italia.

- Vivere sano – facile o difficile e ragione.
- Abitudini cattive nel passato [**due** dettagli].
- **!**
- Problemi causati dalla droga [**due** dettagli].
- **?** Alcol.

ROLE-PLAY 9

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Lei*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Lei parla della salute dei giovani con un/una giornalista in Italia. Io sono il/la giornalista.*

- 1 Ask the candidate if he/she finds it easy to live healthily and why.
Secondo Lei, è facile vivere una vita sana? Perché?
 - 2 Allow the candidate to say if he/she finds it easy to live healthily and why.
Ask the candidate what bad habits he/she had in the past, [elicit **two** details].
Quali abitudini cattive aveva nel passato?
 - 3 Allow the candidate to give **two** details about bad habits he/she had in the past.
! Ask the candidate why some young people smoke.
Perché alcuni giovani fumano?
 - 4 Allow the candidate to say why some young people smoke.
Ask the candidate to give **two** details about problems that are caused by drugs, [elicit **two** details].
Che problemi causa la droga?
 - 5 Allow the candidate to give **two** details about problems that are caused by drugs.
Say that you agree.
Sono d'accordo.
- ? Allow the candidate to ask any question about alcohol.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 10**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli delle vacanze con un amico italiano/un'amica italiana.

- Vacanza – paese preferito – ragione.
- Vacanza disastrosa [**due** dettagli].
- **!**
- Viaggiare in treno – un vantaggio e uno svantaggio.
- **?** Vacanza ideale.

ROLE-PLAY 10

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli delle vacanze con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate to say which is his/her favourite country for a holiday and why.

In quale paese preferisci andare in vacanza? Perché?
 - 2 Allow the candidate to say which his/her favourite country for a holiday is and why.
Ask the candidate to describe a disastrous holiday he/she has had, [elicit **two** details].

Descrivi una vacanza disastrosa che hai fatto.
 - 3 Allow the candidate to give **two** details about a disastrous holiday he/she has had.
! Ask the candidate whether he/she prefers a holiday by the sea, in the mountains or in a town and why.

Preferisci le vacanze al mare, in montagna o in città e perché?
 - 4 Allow the candidate to say whether he/she prefers a holiday by the sea, in the mountains or in a town and why.
Ask the candidate for one advantage and one disadvantage of travelling by train.

Qual è un vantaggio e uno svantaggio di viaggiare in treno?
 - 5 Allow the candidate to give one advantage and one disadvantage of travelling by train.
Say that it is interesting.

Interessante
- ? Allow the candidate to ask any question about an ideal holiday.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 11**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a teacher in an Italian school you are visiting and will speak first.

You should address the teacher as *Lei*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Lei parla degli studi con un professore/una professoressa in una scuola italiana.

- Studiare lingue straniere – importanza e ragione.
- **!**
- Una lezione memorabile.
- Cattivo professore/cattiva professoressa – caratteristiche [**tre** dettagli].
- **?** Studiare.

ROLE-PLAY 11

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Lei*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Lei parla degli studi con un professore/una professoressa in una scuola italiana. Io sono il professore/la professoressa.*

- 1 Ask the candidate if he/she thinks it is important to study foreign languages and why.
Secondo Lei, è importante studiare le lingue straniere e perché?
 - 2 Allow the candidate to say if he/she thinks it is important to study foreign languages and why.
! Ask the candidate which subject he/she enjoys and which he/she dislikes and why.
Quale materia Le piace e quale non Le piace e perché?
 - 3 Allow the candidate to say which subject he/she enjoys and which he/she dislikes and why.
Ask the candidate to tell you about a memorable lesson.
Mi parli di una lezione memorabile.
 - 4 Allow the candidate to tell you about a memorable lesson.
Ask the candidate to describe a bad teacher, [elicit **three** details].
Com'è un cattivo professore/una cattiva professoressa?
 - 5 Allow the candidate to say **three** things to describe a bad teacher.
Say that you agree.
Sono d'accordo.
- ? Allow the candidate to ask any question about studying.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parli degli studi futuri con un amico italiano/un'amica italiana.

- Studiare dopo i 18 anni – opinione e ragione.
- Progetti per l'anno prossimo [**due** dettagli].
- Università – vicino a casa – opinione e ragione.
- **!**
- **?** Studi universitari.

ROLE-PLAY 12

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parli degli studi futuri con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate to say if he/she thinks it is necessary to study after age 18 and why.
Secondo te, è necessario continuare a studiare dopo i 18 anni e perché?
 - 2 Allow the candidate to say if he/she thinks it is important to study after age 18 and why.
Ask the candidate what his/her plans are for next year, [elicit **two** details].
Che progetti hai per l'anno prossimo?
 - 3 Allow the candidate to give **two** details about his/her plans for next year.
Ask the candidate whether he/she thinks it is better to study at a university near home and why.
Secondo te, è meglio studiare ad un'università vicino a casa? Perché?
 - 4 Allow the candidate to say whether he/she thinks it is better to study at a university near home and why.
! Ask the candidate what he/she thinks about the cost of going to university.
Qual è la tua opinione sul costo di andare all'università?
 - 5 Allow the candidate to say what he/she thinks about the cost of going to university.
Say that you agree.
Sono d'accordo.
- ? Allow the candidate to ask any question about university studies.
Give an appropriate answer.

Turn over ►

Part 2

CARD A**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Con chi abiti?
- Che cosa hai fatto con la tua famiglia o con i tuoi amici recentemente?

CARD A
TEACHER'S NOTES

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Con chi abiti?
- Che cosa hai fatto con la tua famiglia o con i tuoi amici recentemente?
- Descrivi un membro della tua famiglia o un tuo amico o una tua amica.
- Secondo te, la famiglia è importante? Perché?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD B**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Quale sport hai fatto questa settimana?
- Preferisci il calcio o il tennis? Perché?

CARD B
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Quale sport hai fatto questa settimana?
- Preferisci il calcio o il tennis? Perché?
- Secondo te, è importante fare sport? Perché?
- Quali sport fanno i tuoi amici?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD C**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Secondo te, fare questo tipo di lavoro come volontario/a è divertente? Perché?
- Che tipo di lavoro come volontario/a ti piacerebbe fare nel futuro?

CARD C
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Secondo te, fare questo tipo di lavoro come volontario/a è divertente? Perché?
- Che tipo di lavoro come volontario/a ti piacerebbe fare nel futuro?
- Quali sono le qualità necessarie per diventare volontario/a?
- Che cosa hai comprato in un negozio di beneficenza, tipo Oxfam?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD D

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Che cosa pensi quando vedi le persone che dormono per la strada?
- Hai mai aiutato le persone povere? Cosa hai fatto?

CARD D
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Che cosa pensi quando vedi le persone che dormono per la strada?
- Hai mai aiutato le persone povere? Cosa hai fatto?
- Qual è il problema più grave per i giovani senz'atetto? Perché?
- Quale altro problema c'è nella tua città?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD E

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Ti piace studiare? Perché?
- Come cambieresti la tua scuola?

CARD E
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Ti piace studiare? Perché?
- Come cambieresti la tua scuola?
- Quante lezioni di scienze fai in una settimana?
- Com'è il/la preside della tua scuola?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Quale di questi lavori è più difficile?
- Che lavoro ti piacerebbe fare nel futuro? Perché?

CARD F
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Quale di questi lavori è più difficile?
- Che lavoro ti piacerebbe fare nel futuro? Perché?
- Ricevi la paghetta? Quanto?
- Cosa fanno i tuoi amici per guadagnare dei soldi?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD G**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Cosa **non** ti piace fare con la tua famiglia o con i tuoi amici? Perché?
- Ti piacerebbe avere una grande famiglia? Perché?

CARD G
TEACHER'S NOTES

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Cosa **non** ti piace fare con la tua famiglia o con i tuoi amici? Perché?
- Ti piacerebbe avere una grande famiglia? Perché?
- Hai passato il tuo tempo libero con la famiglia o con amici recentemente? E cos'hai fatto?
- È meglio sposarsi o convivere?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD H

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Secondo me, fare sport è una perdita di tempo. Tu cosa ne pensi?
- Descrivi un evento sportivo memorabile che hai visto alla televisione o allo stadio.

CARD H
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Secondo me, fare sport è una perdita di tempo. Tu cosa ne pensi?
- Descrivi un evento sportivo memorabile che hai visto alla televisione o allo stadio.
- Ti piacerebbe provare uno sport estremo? Quale e perché?
- Cosa fanno i tuoi amici per tenersi in forma?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD I**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Quali sono i vantaggi di fare questo tipo di lavoro volontario?
- Cos'ha fatto la tua città per migliorare l'ambiente?

CARD I
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Quali sono i vantaggi di fare questo tipo di lavoro volontario?
- Cos'ha fatto la tua città per migliorare l'ambiente?
- Per vivere una vita sana, è meglio vivere in campagna o in città? Perché?
- Dimmi un'altra cosa che potresti fare per vivere una vita più sana.

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD J

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Che problemi hanno le persone che vivono per strada?
- Secondo me, il problema dei senzatetto era più grave prima. Sei d'accordo e perché?

CARD J
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Che problemi hanno le persone che vivono per strada?
- Secondo me, il problema dei senzatetto era più grave prima. Sei d'accordo e perché?
- La tua città fa abbastanza per aiutare i senzatetto?
- E tu, cosa farai nel futuro per aiutare i poveri?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD K**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Secondo te, quali sono le materie più importanti da studiare? Perché?
- Dove studierai nel futuro? Perché?

CARD K
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Secondo te, quali sono le materie più importanti da studiare? Perché?
- Dove studierai nel futuro? Perché?
- Gli studenti in Inghilterra devono studiare troppe materie. Sei d'accordo? Perché?
- Quali attività extracurricolari hai fatto a scuola? Quali attività hai scelto di non fare?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

CARD L

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Cos'è importante quando si sceglie un lavoro?
- Quali sono le tue ambizioni per il futuro?

CARD L
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Che cosa vedi nella foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Che cosa vedi nella foto?
- Cos'è importante quando si sceglie un lavoro?
- Quali sono le tue ambizioni per il futuro?
- Secondo te, i calciatori guadagnano troppo? Perché?
- Cosa hai fatto la scorsa settimana per guadagnare dei soldi?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

Turn over ►

Part 3 EXAMPLE QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask your candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

La famiglia è importante per te? Perché?
 Come sarebbe il tuo ragazzo/la tua ragazza ideale?
 Ti piace usare Instagram o Snapchat? Perché?
 Potresti vivere senza il tuo telefonino?
 Descrivi un film che hai visto ultimamente. Qual è la tua opinione del film?
 Mangi sano? Come mangerai nel futuro?
 Secondo te, i giovani fanno abbastanza sport?
 Come hai festeggiato il tuo ultimo compleanno?

Theme 2: Local, national, international and global areas of interest

Descrivi la tua casa. Ti piace?
 Che cosa c'è da fare per i giovani nella tua città?
 Che cosa fai per aiutare le altre persone?
 Che cosa hai fatto recentemente per tenerti in forma?
 Quali sono gli effetti del cambiamento climatico?
 Cosa pensi del problema dei senzatetto?
 Descrivi una bella vacanza che hai fatto recentemente.
 Dove ti piacerebbe andare se avessi moltissimi soldi?

Theme 3: Current and future study and employment

Secondo te, quali sono le materie più importanti da studiare? Perché?
 Perché studi l'italiano? Continuerai nel futuro?
 Descrivi una giornata tipica a scuola.
 Quanti compiti hai fatto ieri? Secondo te, hai troppi compiti?
 Vuoi andare all'università? Perché?
 Un lavoretto part-time è una buona idea per uno studente? Perché?
 Che lavoro fa tuo padre/tua madre?
 Dove all'estero ti piacerebbe lavorare? Perché?

GCSE Italian Speaking Test Confidential Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 6, Photo card C and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 3, Photo card F and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, *Candidate Order*. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
2	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
3	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
4	4	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
5	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
6	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	3	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
8	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2

Turn over ►

Candidate Order	Role-play	Candidate's chosen Conversation Theme	Photo card	Candidate's second Conversation Theme
9	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
10	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
11	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
12	2	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
13	5	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
14	4	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
15	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
16	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
17	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
18	5	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
19	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
20	5	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
 Theme 2 – Local, national, international and global areas of interest
 Theme 3 – Current and future study and employment

GCSE Italian Speaking Test Confidential Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 9, Photo card H and her second Conversation Theme will be Theme 2.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 9, Photo card G and his second Conversation Theme will be Theme 3.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, *Candidate Order*. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's chosen Conversation Theme	Photo card	Candidate's second Conversation Theme
1	9	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
2	12	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
3	11	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
4	7	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
5	11	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
6	9	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
7	8	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
8	7	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

Turn over ►

Candidate Order	Role-play	Candidate's chosen Conversation Theme	Photo card	Candidate's second Conversation Theme
9	10	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
10	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
11	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
12	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
13	8	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
14	7	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
15	11	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
16	10	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
17	8	Theme 1	K (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
18	11	Theme 1	L (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
19	10	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
20	12	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
 Theme 2 – Local, national, international and global areas of interest
 Theme 3 – Current and future study and employment

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2 4 6 G 8 6 3 3 / S F / S H