Syllabus
Cambridge IGCSE™
Italian 0535

Use this syllabus for exams in 2022, 2023 and 2024.
Exams are available in the June series
Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

‘We think the Cambridge curriculum is superb preparation for university.’

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001
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Changes to this syllabus
For information about changes to this syllabus for 2022, 2023 and 2024, go to page 43.
The latest syllabus is version 1, published September 2019. There are no significant changes which affect teaching.
Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.
1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world’s most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4700 schools in 150 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge IGCSE Italian** develops a set of transferable skills for understanding and communicating in everyday situations in Italian. Learners begin to develop cultural awareness of countries and communities where Italian is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Italian encourages learners to be:

- **confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations
- **responsible**, seeking opportunities to use and develop their language skills
- **reflective**, considering how to communicate different ideas and attitudes
- **innovative**, applying language to a variety of situations
- **engaged**, developing learning strategies which help them to express their ideas and their understanding of other cultures.

’The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia
International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Italian gives learners a solid foundation for further study.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Cambridge IGCSE Italian has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

Learn more at www.cambridgeinternational.org/recognition

Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Managing Director of British School in Egypt BSE
Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE.

Teaching resources
- School Support Hub www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources
- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Training
- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications
Find out more at www.cambridgeinternational.org/profdev

Community
You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.
Find out more at www.cambridgeinternational.org/social-media
2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Italian at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Italian is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Italian or another subject area.

Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Italian is spoken. The five topic areas listed below are described in more detail in section 3.

A. Everyday activities
B. Personal and social life
C. The world around us
D. The world of work
E. The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Italian on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Support for Cambridge IGCSE Italian

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support
### Assessment overview

All candidates take all four papers. Candidates will be eligible for grades A* to G.

**All candidates take:**

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Listening</th>
<th>Approximately 45 minutes</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates listen to a number of recordings and answer multiple-choice and matching questions.</td>
<td>40 marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externally assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**and:**

<table>
<thead>
<tr>
<th>Paper 2</th>
<th>Reading</th>
<th>1 hour</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.</td>
<td>45 marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externally assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**and:**

<table>
<thead>
<tr>
<th>Paper 3</th>
<th>Speaking</th>
<th>Approximately 10 minutes</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates complete one role play and conversations on two topics.</td>
<td>40 marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internally assessed and externally moderated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**and:**

<table>
<thead>
<tr>
<th>Paper 4</th>
<th>Writing</th>
<th>1 hour</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.</td>
<td>45 marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externally assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information on availability is in the **Before you start** section.
Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

L1: understand the main points and key information in simple everyday material
L2: understand clear speech on a range of familiar topics
L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
L4: identify and select relevant information in predictable texts

AO2 Reading

R1: understand the main points and key information in simple everyday material
R2: understand authentic factual texts on a range of familiar topics
R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
R4: identify and select relevant information in predictable texts

AO3 Speaking

S1: communicate clearly and effectively in a range of predictable everyday situations
S2: engage in conversations on familiar topics, expressing opinions and feelings
S3: use a range of structures and vocabulary with reasonable accuracy
S4: demonstrate some ability to maintain interaction
S5: show some control of pronunciation and intonation

AO4 Writing

W1: communicate simple factual information clearly for everyday purposes
W2: write simple phrases and sentences on a familiar topic
W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
W4: use a range of simple vocabulary and language structures reasonably accurately
Weighting for assessment objectives
The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in IGCSE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1 Listening</td>
<td>25</td>
</tr>
<tr>
<td>AO2 Reading</td>
<td>25</td>
</tr>
<tr>
<td>AO3 Speaking</td>
<td>25</td>
</tr>
<tr>
<td>AO4 Writing</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Assessment objectives as a percentage of each component

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in components %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>AO1 Listening</td>
<td>100</td>
</tr>
<tr>
<td>AO2 Reading</td>
<td>–</td>
</tr>
<tr>
<td>AO3 Speaking</td>
<td>–</td>
</tr>
<tr>
<td>AO4 Writing</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
3 Subject content

Skills

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.
Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
**Topic areas**

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Italian is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

<table>
<thead>
<tr>
<th>Area</th>
<th>Topic areas</th>
<th>Sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Everyday activities</td>
<td>• Time expressions (e.g. telling the time, days, months, seasons)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The human body and health (e.g. parts of the body, health and illness)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Travel and transport</td>
</tr>
<tr>
<td>B</td>
<td>Personal and social life</td>
<td>• Self, family and friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the home (e.g. rooms, living room, kitchen, bathroom, household appliances)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Colours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clothes and accessories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leisure time (e.g. things to do, hobbies, sport)</td>
</tr>
<tr>
<td>C</td>
<td>The world around us</td>
<td>• People and places (e.g. continents, countries and nationalities, compass points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The natural world, the environment, the climate and the weather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communications and technology (e.g. the digital world, documents and texts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The built environment (e.g. buildings and services, urban areas, shopping)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measurements (e.g. size, shape)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Materials</td>
</tr>
<tr>
<td>D</td>
<td>The world of work</td>
<td>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work (e.g. jobs and careers, the workplace)</td>
</tr>
<tr>
<td>E</td>
<td>The international world</td>
<td>• Countries, nationalities and languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Culture, customs, faiths and celebrations</td>
</tr>
</tbody>
</table>
4 Details of the assessment

All questions requiring written responses are to be answered in Italian.

**Dictionaries are not allowed in the examination.**

**Paper 1 – Listening**

Approximately 45 minutes, 40 marks

This paper consists of 33 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options.

Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice.

The audio material for this examination is provided on a CD. Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* about the conduct of listening tests and for details about rooms, equipment, guidance on acoustics and checking the CDs in advance.

### Description of questions

#### Questions 1–8

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>L1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates listen to short texts and answer eight multiple-choice questions with four options.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Announcements, phone messages, news items, or dialogues</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

#### Questions 9–14

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L1, L2, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Short monologues or dialogues</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Question 15

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L2, L3, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Informal conversations</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>5</td>
</tr>
</tbody>
</table>
### Description of questions (continued)

#### Questions 16–24

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L2, L3, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Conversations, interviews</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Questions 25–30

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L2, L3, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Conversation, discussion or interview</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Questions 31–33

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L2, L3, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the two options which are true.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Conversation, discussion or interview</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

### Paper 2 – Reading

**Written paper, 1 hour, 45 marks**

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Italian. The number of questions in each group may vary in each examination session.

#### Description of question groups

**Question group 1**

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>R1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates match a series of short statements with the correct pictures.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Simple descriptions</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

**Question group 2**

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>R1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Signs, notices, instructions, messages, advertisements</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>5</td>
</tr>
</tbody>
</table>
Description of question groups (continued)

Question group 3

Assessment objectives  R2, R4
Task  Candidates answer multiple-choice questions with three options on a short text.
Text types  Email, message, postcard or letter
Total marks  7

Question group 4

Assessment objectives  R2, R4
Task  Candidates answer questions on a longer text requiring short responses in Italian.
Text types  Email, message, letter or blog
Total marks  12

Question group 5

Assessment objective  R3
Task  Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
Text types  Short descriptions, advertisements
Total marks  5

Question group 6

Assessment objectives  R3, R4
Task  Candidates answer questions on a longer text requiring short responses in Italian.
Text types  Articles
Total marks  11

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.
During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the Cambridge Handbook for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner instruction booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the Cambridge Handbook for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at www.cambridgeinternational.org/samples

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers’ marking so that all candidates are assessed to a common standard. You can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.
Speaking assessment criteria grids

Role play
Each of the five role play tasks is assessed using the mark scheme below:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.</td>
</tr>
<tr>
<td>1</td>
<td>The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.</td>
</tr>
<tr>
<td>0</td>
<td>No creditable response.</td>
</tr>
</tbody>
</table>

Topic conversations
When both topic conversations have been completed, give a mark out of 15 for Communication and a mark out of 15 for Quality of Language.

Communication
Give a mark out of 15 for the candidate's performance in both topic conversations.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 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. |
### Quality of Language

Give a mark out of 15 for the candidate’s performance in both topic conversations.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 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. |
**Paper 4 – Writing**

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

<table>
<thead>
<tr>
<th>Description of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1</strong></td>
</tr>
<tr>
<td><strong>Assessment objectives</strong></td>
</tr>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
</tr>
<tr>
<td><strong>Question 2</strong></td>
</tr>
<tr>
<td><strong>Assessment objectives</strong></td>
</tr>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
</tr>
<tr>
<td><strong>Question 3</strong></td>
</tr>
<tr>
<td><strong>Assessment objectives</strong></td>
</tr>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
</tr>
</tbody>
</table>
List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Italian. The list is not intended to be restrictive.

**Articles**
definite, indefinite, partitive; definite article with titles and countries

**Nouns**
gender; singular and plural forms, including common and less common irregulars (e.g. la mano, il cinema, il dita, le dita)

**Negatives**
non...ancora/mai/niente/neanche/nessuno/più/che; alcuno, nemmeno, nulla, affatto, non solo...ma anche, né...né (R).

**Adjectives**
agreement, number and gender
position and basic exceptions
common irregular adjectives before nouns (e.g. bello, buono)
comparative and superlative, regular (e.g. più/meno di/che, il più/meno, tanto...quanto, cosi...come); irregular (e.g. migliore, peggiore; il migliore/peggiore); molto + adjective;
adding -issimo to the adjective
demonstrative (questo, quello singular and plural)

<table>
<thead>
<tr>
<th>Nouns</th>
<th>gender; singular and plural forms, including common and less common irregulars (e.g. la mano, il cinema, il dita, le dita)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>definite, indefinite, partitive; definite article with titles and countries</td>
</tr>
<tr>
<td>Negatives</td>
<td>non...ancora/mai/niente/neanche/nessuno/più/che; alcuno, nemmeno, nulla, affatto, non solo...ma anche, né...né (R).</td>
</tr>
<tr>
<td>Adjectives</td>
<td>agreement, number and gender</td>
</tr>
<tr>
<td></td>
<td>position and basic exceptions</td>
</tr>
<tr>
<td></td>
<td>common irregular adjectives before nouns (e.g. bello, buono)</td>
</tr>
<tr>
<td></td>
<td>comparative and superlative, regular (e.g. più/meno di/che, il più/meno, tanto...quanto, cosi...come); irregular (e.g. migliore, peggiore; il migliore/peggiore); molto + adjective;</td>
</tr>
<tr>
<td></td>
<td>adding -issimo to the adjective</td>
</tr>
<tr>
<td></td>
<td>demonstrative (questo, quello singular and plural)</td>
</tr>
<tr>
<td></td>
<td>indefinite (e.g. ogni, qualche, alcun, uno, qualcuno, qualcosa, ciascuno, ognuno, qualsiasi, parecchio, altro, tutto, alcuno; chiunque, altrettanto [R])</td>
</tr>
<tr>
<td></td>
<td>possessive, with articles; exceptions (e.g. family members)</td>
</tr>
<tr>
<td></td>
<td>interrogative (e.g. che; quall/quali/quali; quanto/a, quanta/e)</td>
</tr>
<tr>
<td>Adverbs</td>
<td>formation and position</td>
</tr>
<tr>
<td></td>
<td>adverbs of time and place</td>
</tr>
<tr>
<td></td>
<td>use of ci (c’è, ci sono, ci vado)</td>
</tr>
<tr>
<td></td>
<td>comparative and superlative, including meglio/peggio</td>
</tr>
<tr>
<td></td>
<td>interrogative, direct and indirect (e.g. come, dove, quando, quanto, perché)</td>
</tr>
<tr>
<td></td>
<td>common expressions of quantity (e.g. abbastanza, mezzo, molto, poco, un po’, tanto, troppo, quanto, quarto)</td>
</tr>
<tr>
<td></td>
<td>common adverbial phrases (e.g. a poco a poco)</td>
</tr>
<tr>
<td></td>
<td>other common adverbs (bene, male, poco)</td>
</tr>
<tr>
<td>Pronouns</td>
<td>subject, including si</td>
</tr>
<tr>
<td></td>
<td>object, direct and indirect; position and order with infinitive, gerund and imperative</td>
</tr>
<tr>
<td></td>
<td>reflexive</td>
</tr>
<tr>
<td></td>
<td>demonstrative (e.g. questo, quello; use of ci)</td>
</tr>
<tr>
<td></td>
<td>interrogative (e.g. chi, che, che cosa, cosa, quale, quanto)</td>
</tr>
<tr>
<td></td>
<td>relative (e.g. che, il quale, cui, chi, quello che, il cui)</td>
</tr>
<tr>
<td></td>
<td>disjunctive</td>
</tr>
<tr>
<td></td>
<td>possessive</td>
</tr>
<tr>
<td></td>
<td>indefinite (e.g. nessuno, niente, ogni, qualcuno, qualcosa, qualche, uno, ognuno, ciascuno, parecchi, qualsiasi, qualunque)</td>
</tr>
<tr>
<td></td>
<td>use of ecco with pronouns (e.g. eccomi!, ecccolo!) (R)</td>
</tr>
<tr>
<td></td>
<td>use of ne</td>
</tr>
</tbody>
</table>
| Verbs | regular and irregular forms of verbs, including reflexive verbs  
|       | all persons of verbs, singular and plural  
|       | negative forms  
|       | interrogative forms  
|       | imperative  
|       | modes of address (tu, voi, Lei)  
|       | gerund  
|       | impersonal (e.g. fa; bisogna + infinitive)  
|       | verbs followed by infinitive, with or without preposition  
|       | dependent infinitive (e.g. far vedere)  
|       | tenses:  
|       | • present and present continuous (stare + gerund)  
|       | • perfect (avere or essere + past participle – including reflexive verbs and agreements)  
|       | • imperfect and imperfect continuous  
|       | • pluperfect  
|       | • immediate future (stare per and use of present)  
|       | • future  
|       | • future perfect (R)  
|       | • conditional (all verbs, present; perfect tense [R])  
|       | • present subjunctive in commonly used forms  
|       | • past subjunctive + conditional (e.g. se fossi Rico, comprerei…), other past subjunctive (R)  
|       | • use of se + present/future (e.g. se piove non andiamo/andremo)  
|       | • passive voice (R)  
|       | • perfect infinitive (e.g. after dopo) gerund  
| Conjunctions | coordinating (e.g e/ed; ma; o; o…o; oppure)  
|             | subordinating (e.g perché, poiché, visto che, se, anche se, quando)  
| Number | all ordinal and cardinal numbers  
| Quantity | common quantities  
| Time | date  
|       | time, including 24-hour clock, years  
|       | uses of da, fa, fra/tra with perfect tense and imperfect tenses |
Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

<table>
<thead>
<tr>
<th>Aggettivi comuni</th>
<th>Aggettivi comuni</th>
</tr>
</thead>
<tbody>
<tr>
<td>accogliente</td>
<td>gentile</td>
</tr>
<tr>
<td>antico</td>
<td>grande, più grande, il/la più grande</td>
</tr>
<tr>
<td>bagnato</td>
<td>gratis</td>
</tr>
<tr>
<td>bello</td>
<td>importante</td>
</tr>
<tr>
<td>breve</td>
<td>impossibile</td>
</tr>
<tr>
<td>buono, meglio, il/la migliore</td>
<td>infelice</td>
</tr>
<tr>
<td>caldo</td>
<td>ingiusto</td>
</tr>
<tr>
<td>cattivo, peggiore, il/la peggiore</td>
<td>intelligente</td>
</tr>
<tr>
<td>comodo</td>
<td>inutile</td>
</tr>
<tr>
<td>cordiale</td>
<td>leggero</td>
</tr>
<tr>
<td>corretto</td>
<td>lento</td>
</tr>
<tr>
<td>di valore</td>
<td>libero</td>
</tr>
<tr>
<td>differente</td>
<td>lo stesso</td>
</tr>
<tr>
<td>difficile</td>
<td>magro</td>
</tr>
<tr>
<td>disponibile</td>
<td>maleducato</td>
</tr>
<tr>
<td>diverso</td>
<td>moderno</td>
</tr>
<tr>
<td>duro</td>
<td>morbido</td>
</tr>
<tr>
<td>educato</td>
<td>necessario</td>
</tr>
<tr>
<td>emozionante</td>
<td>negativo</td>
</tr>
<tr>
<td>enorme</td>
<td>noioso</td>
</tr>
<tr>
<td>esatto</td>
<td>normale</td>
</tr>
<tr>
<td>facile</td>
<td>nuovo</td>
</tr>
<tr>
<td>fantastico</td>
<td>ottimo</td>
</tr>
<tr>
<td>forte</td>
<td>perfetto</td>
</tr>
<tr>
<td>freddo</td>
<td>pesante</td>
</tr>
<tr>
<td>generale</td>
<td>piccolo, più piccolo, il più piccolo / la più piccola</td>
</tr>
<tr>
<td>Aggettivi comuni (continued)</td>
<td>Preposizioni e avverbi comuni</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>pieno</td>
<td>a</td>
</tr>
<tr>
<td>popolare</td>
<td>con</td>
</tr>
<tr>
<td>positivo</td>
<td>da</td>
</tr>
<tr>
<td>possibile</td>
<td>da qualche parte</td>
</tr>
<tr>
<td>precedente</td>
<td>dentro</td>
</tr>
<tr>
<td>prezioso</td>
<td>di fianco a, vicino a, accanto a</td>
</tr>
<tr>
<td>profondo</td>
<td>dietro</td>
</tr>
<tr>
<td>pronto</td>
<td>fuori</td>
</tr>
<tr>
<td>rapido</td>
<td>intorno (a) / in giro</td>
</tr>
<tr>
<td>recente</td>
<td>invece (di)</td>
</tr>
<tr>
<td>ricco</td>
<td>là</td>
</tr>
<tr>
<td>rumoroso</td>
<td>per</td>
</tr>
<tr>
<td>sbagliato</td>
<td>qui</td>
</tr>
<tr>
<td>secco</td>
<td>senza</td>
</tr>
<tr>
<td>semplice</td>
<td>sopra</td>
</tr>
<tr>
<td>severo</td>
<td>sotto</td>
</tr>
<tr>
<td>sicuro</td>
<td>su</td>
</tr>
<tr>
<td>silenzioso</td>
<td>tra</td>
</tr>
<tr>
<td>simile</td>
<td></td>
</tr>
<tr>
<td>simpatico</td>
<td>di sicuro, sicuramente</td>
</tr>
<tr>
<td>solitario</td>
<td>certamente</td>
</tr>
<tr>
<td>stretto</td>
<td>forse</td>
</tr>
<tr>
<td>stufo</td>
<td>probabilmente</td>
</tr>
<tr>
<td>stupido</td>
<td></td>
</tr>
<tr>
<td>superficiale</td>
<td></td>
</tr>
<tr>
<td>timido</td>
<td></td>
</tr>
<tr>
<td>tipico</td>
<td></td>
</tr>
<tr>
<td>umido</td>
<td></td>
</tr>
<tr>
<td>utile</td>
<td></td>
</tr>
<tr>
<td>vecchio</td>
<td></td>
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<tr>
<td>veloce</td>
<td></td>
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<tr>
<td>vero</td>
<td></td>
</tr>
<tr>
<td>vivace</td>
<td></td>
</tr>
<tr>
<td>vuoto</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Luogo**

- a
- con
- da
- da qualche parte
- dentro
- di fianco a, vicino a, accanto a
- dietro
- fuori
- intorno (a) / in giro
- invece (di)
- là
- per
- qui
- senza
- sopra
- sotto
- su
- tra

**Possibilità**

- di sicuro, sicuramente
- certamente
- forse
- probabilmente

**Frequenza**

- mai
- normalmente
- ogni giorno / quotidiano
- raramente
- sempre
- solamente/soltanto/solo
- spesso
### Preposizioni e avverbi comuni (continued)

**Modo**

- bene
- esattamente
- lentamente
- male
- molto
- piuttosto
- velocemente

**Enfasi**

- davvero, veramente, proprio
- particolarmente
- specialmente

**Qualificativi**

- (non) abbastanza
- appena
- così
- molto
- soltanto
- troppo / troppo poco
- tutto

### Numeri (continued)

**Cardinali**

- zero, uno, due, tre, quattro, cinque, sei, etc.
- cento, mille, fino a un milione

**Ordinali**

- primo/a, secondo/a, terzo/a, quarto/a,…, etc.

**Frazioni**

- mezzo / la metà, un terzo, un quarto

**Altro vocabolario**

- abbastanza
- alcuni
- circa, all’incirca
- diversi, parecchi
- entrambi, tutti e due
- il doppio (m)

### Numeri (continued)

**Altro vocabolario (continued)**

- il più
- in abbondanza
- la maggior parte
- la maggioranza (f)
- la minoranza (f)
- l’unico (m)
- meno
- molto
- niente
- numero (m)
- ogni, ciascuno
- più
- più o meno
- quantità (f)
- quanto/a/i/e
- quasi
- totale (m)
- troppo/a/e/i
- tutti, ognuno
- tutto
- una volta (f), due volte, tre volte

### Verbi comuni

- accadere
- accogliere
- affermare
- aiutare
- amare
- andare
- appartenere a
- arrivare
- ascoltare
- aumentare
- avere
- avere bisogno
- avvicinare
- bere
- calmarsi
- capire
- c’è / ci sono
### Verbi comuni (continued)

<table>
<thead>
<tr>
<th>Verbo</th>
<th>Verbo</th>
</tr>
</thead>
<tbody>
<tr>
<td>cercare</td>
<td>piacere</td>
</tr>
<tr>
<td>chiedere</td>
<td>piangere</td>
</tr>
<tr>
<td>cominciare</td>
<td>portare</td>
</tr>
<tr>
<td>conoscere</td>
<td>potere</td>
</tr>
<tr>
<td>continuare</td>
<td>prendere</td>
</tr>
<tr>
<td>copiare</td>
<td>preoccuparsi</td>
</tr>
<tr>
<td>credere</td>
<td>presentarsi</td>
</tr>
<tr>
<td>dare</td>
<td>provare</td>
</tr>
<tr>
<td>descrivere</td>
<td>raccogliere</td>
</tr>
<tr>
<td>dimenticare</td>
<td>raccontare</td>
</tr>
<tr>
<td>diminuire</td>
<td>restituire</td>
</tr>
<tr>
<td>dire</td>
<td>ricevere</td>
</tr>
<tr>
<td>divertire, divertirsi</td>
<td>ricordare</td>
</tr>
<tr>
<td>dovere</td>
<td>ridere</td>
</tr>
<tr>
<td>entare</td>
<td>riparare</td>
</tr>
<tr>
<td>essere</td>
<td>ripetere</td>
</tr>
<tr>
<td>essere interessati a</td>
<td>rispondere</td>
</tr>
<tr>
<td>fare/disfare</td>
<td>ritorsare</td>
</tr>
<tr>
<td>fare cadere/cadere</td>
<td>riuscire a (fare)</td>
</tr>
<tr>
<td>fermare, fermarsi</td>
<td>sapere</td>
</tr>
<tr>
<td>finire</td>
<td>scrivere</td>
</tr>
<tr>
<td>gridare</td>
<td>sedersi</td>
</tr>
<tr>
<td>guardare</td>
<td>sembrare</td>
</tr>
<tr>
<td>incontrare</td>
<td>sentire, sentirsi</td>
</tr>
<tr>
<td>incoraggiare</td>
<td>sistemare</td>
</tr>
<tr>
<td>iniziare</td>
<td>sognare</td>
</tr>
<tr>
<td>invitare</td>
<td>sorridere</td>
</tr>
<tr>
<td>iscriversi a</td>
<td>spingere</td>
</tr>
<tr>
<td>lasciare</td>
<td>stare</td>
</tr>
<tr>
<td>leggere</td>
<td>strappare</td>
</tr>
<tr>
<td>mangiare</td>
<td>succedere</td>
</tr>
<tr>
<td>mantenere</td>
<td>tirare</td>
</tr>
<tr>
<td>mentire / dire bugie</td>
<td>trovare</td>
</tr>
<tr>
<td>mettere</td>
<td>unire / unirsi a</td>
</tr>
<tr>
<td>mordere</td>
<td>urlare</td>
</tr>
<tr>
<td>muoversi</td>
<td>usare</td>
</tr>
<tr>
<td>odiare</td>
<td>vedere</td>
</tr>
<tr>
<td>organizzare</td>
<td>venire</td>
</tr>
<tr>
<td>parlare</td>
<td>volere</td>
</tr>
<tr>
<td>pensare</td>
<td></td>
</tr>
</tbody>
</table>
A Attività giornaliere

Espressioni di tempo

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a volte</td>
<td>at times</td>
</tr>
<tr>
<td>alla fine, finalmente</td>
<td>at last, finally</td>
</tr>
<tr>
<td>all’improvviso</td>
<td>unexpectedly</td>
</tr>
<tr>
<td>ancora, tuttora, finora</td>
<td>again, still, so far</td>
</tr>
<tr>
<td>da</td>
<td>from</td>
</tr>
<tr>
<td>di nuovo, ancora</td>
<td>again, once more</td>
</tr>
<tr>
<td>dopo</td>
<td>after</td>
</tr>
<tr>
<td>finalmente</td>
<td>finally</td>
</tr>
<tr>
<td>fino a</td>
<td>up to</td>
</tr>
<tr>
<td>immediatamente</td>
<td>immediately</td>
</tr>
<tr>
<td>innanzitutto</td>
<td>first of all</td>
</tr>
<tr>
<td>mai</td>
<td>never</td>
</tr>
<tr>
<td>mentre</td>
<td>while</td>
</tr>
<tr>
<td>momento</td>
<td>moment</td>
</tr>
<tr>
<td>nel frattempo, intanto</td>
<td>meanwhile</td>
</tr>
<tr>
<td>presto</td>
<td>soon</td>
</tr>
<tr>
<td>prima</td>
<td>first</td>
</tr>
<tr>
<td>(la) prossima (settimana)</td>
<td>next week</td>
</tr>
<tr>
<td>prossimo / successivo</td>
<td>next, following</td>
</tr>
<tr>
<td>quando</td>
<td>when</td>
</tr>
<tr>
<td>sempre</td>
<td>always</td>
</tr>
<tr>
<td>tardi</td>
<td>late</td>
</tr>
<tr>
<td>(il tuo, il mio) turno (m)</td>
<td>your turn</td>
</tr>
<tr>
<td>tutti i giorni / ogni giorno; tutte le settimane / ogni settimana; tutti i mesi / ogni mese</td>
<td>all days / every day; all weeks / every week; all months / every month</td>
</tr>
</tbody>
</table>

I giorni

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>domani</td>
<td>tomorrow</td>
</tr>
<tr>
<td>giorno (m)</td>
<td>day</td>
</tr>
<tr>
<td>ieri</td>
<td>yesterday</td>
</tr>
<tr>
<td>il fine settimana (m)</td>
<td>end of week</td>
</tr>
<tr>
<td>la settimana (f), la prossima settimana, la settimana scorsa</td>
<td>this week, next week, last week</td>
</tr>
<tr>
<td>l’altro ieri</td>
<td>the day before yesterday</td>
</tr>
<tr>
<td>oggi</td>
<td>today</td>
</tr>
<tr>
<td>lunedì (m)</td>
<td>Monday</td>
</tr>
<tr>
<td>martedì (m)</td>
<td>Tuesday</td>
</tr>
<tr>
<td>mercoledì (m)</td>
<td>Wednesday</td>
</tr>
<tr>
<td>giovedì (m)</td>
<td>Thursday</td>
</tr>
<tr>
<td>venerdì (m)</td>
<td>Friday</td>
</tr>
<tr>
<td>sabato (m)</td>
<td>Saturday</td>
</tr>
<tr>
<td>domenica (f)</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

I mesi / L’anno

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>il mese (m), mensile</td>
<td>month</td>
</tr>
<tr>
<td>la data (f)</td>
<td>date</td>
</tr>
<tr>
<td>l’anno (m), annuale, una volta l’anno</td>
<td>year, annually</td>
</tr>
<tr>
<td>gennaio (m)</td>
<td>January</td>
</tr>
<tr>
<td>febbraio (m)</td>
<td>February</td>
</tr>
<tr>
<td>marzo (m)</td>
<td>March</td>
</tr>
<tr>
<td>aprile (m)</td>
<td>April</td>
</tr>
<tr>
<td>maggio (m)</td>
<td>May</td>
</tr>
<tr>
<td>giugno (m)</td>
<td>June</td>
</tr>
<tr>
<td>luglio (m)</td>
<td>July</td>
</tr>
<tr>
<td>agosto (m)</td>
<td>August</td>
</tr>
<tr>
<td>settembre (m)</td>
<td>September</td>
</tr>
<tr>
<td>ottobre (m)</td>
<td>October</td>
</tr>
<tr>
<td>novembre (m)</td>
<td>November</td>
</tr>
<tr>
<td>dicembre (m)</td>
<td>December</td>
</tr>
</tbody>
</table>

Le ore

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>all’una, alle due, alle tre, etc.</td>
<td>at one, two, three, etc.</td>
</tr>
<tr>
<td>e mezza / e un quarto / meno un quarto</td>
<td>half / quarter hour</td>
</tr>
<tr>
<td>mattino (m) / mattina (f)</td>
<td>morning</td>
</tr>
<tr>
<td>mezzanotte (f)</td>
<td>midnight</td>
</tr>
<tr>
<td>mezzogiorno (m)</td>
<td>noon</td>
</tr>
<tr>
<td>minuto (m)</td>
<td>minute</td>
</tr>
<tr>
<td>ora (f)</td>
<td>hour</td>
</tr>
<tr>
<td>orologio (m)</td>
<td>clock</td>
</tr>
<tr>
<td>pomeriggio (m)</td>
<td>afternoon</td>
</tr>
<tr>
<td>secondo (m)</td>
<td>second</td>
</tr>
<tr>
<td>sera (f)</td>
<td>evening</td>
</tr>
</tbody>
</table>

Le stagioni

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>La primavera (f)</td>
<td>Spring</td>
</tr>
<tr>
<td>L’estate (f)</td>
<td>Summer</td>
</tr>
<tr>
<td>L’autunno (m)</td>
<td>Autumn</td>
</tr>
<tr>
<td>L’inverno (m)</td>
<td>Winter</td>
</tr>
</tbody>
</table>
### A Attività giornaliere (continued)

#### Il cibo e le bevande – i pasti
- antipasto (m)
- cenare
- cibo (vegetariano, vegano) (m)
- dieta (f)
- dolce (m)
- fare colazione
- fare una grigliata
- pasto (m)
- picnic (m)
- portata principale (f)
- pranzo (m)
- spuntino (m)

#### Il cibo e le bevande – frutta e verdura (continued)
- prugna/susina (f)
- uva (f)
- verdura (f)

#### Il cibo e le bevande – carne, pesce e frutti di mare
- agnello (m)
- carne (f)
- frutti di mare (pl)
- hamburger (m)
- maiale (m)
- manzo (m)
- pesce (m)
- pollo (m)
- prosciutto (m)
- salsiccia (f)

#### Il cibo e le bevande – spuntini
- caramelle (fpl)
- cioccolato (m)
- macedonia (f)
- panino (m)
- patatine (fpl)
- patatine fritte (fpl)
- pizza (f)
- toast (m)
- torta (f)
- yogurt (m)
- zuppa (f)

#### Il cibo e le bevande – bevande
- acqua (f) (minerale, frizzante, naturale)
- bevanda analcolica (f)
- bibita (f)
- caffè (m)
- coca(-cola)
- ghiaccio (m)
- latte (f)
- limonata (f)
- succo (m)
- tè (m)
### A Attività giornaliere (continued)

<table>
<thead>
<tr>
<th>Il cibo e le bevande – altro</th>
<th>Il cibo e le bevande – verbi ed espressioni (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>aglio (m)</td>
<td>essere sazio/pieno</td>
</tr>
<tr>
<td>burro (m)</td>
<td>fare colazione</td>
</tr>
<tr>
<td>fagioli (mpl)</td>
<td>mangiare</td>
</tr>
<tr>
<td>farina (f)</td>
<td>pranzare</td>
</tr>
<tr>
<td>formaggio (m)</td>
<td>preparare la cena / il pranzo</td>
</tr>
<tr>
<td>gelato (m)</td>
<td>tagliare</td>
</tr>
<tr>
<td>marmellata (f)</td>
<td></td>
</tr>
<tr>
<td>olio (m)</td>
<td></td>
</tr>
<tr>
<td>pane (m)</td>
<td></td>
</tr>
<tr>
<td>pasta (f)</td>
<td></td>
</tr>
<tr>
<td>pepe (m)</td>
<td></td>
</tr>
<tr>
<td>riso (m)</td>
<td></td>
</tr>
<tr>
<td>sale (m)</td>
<td></td>
</tr>
<tr>
<td>soia (f)</td>
<td></td>
</tr>
<tr>
<td>tofu (m)</td>
<td></td>
</tr>
<tr>
<td>uovo (m)</td>
<td></td>
</tr>
<tr>
<td>zucchero (m)</td>
<td></td>
</tr>
</tbody>
</table>

| Il cibo e le bevande – posate ed utensili    |                                                       |
| bicchiere (m)                               |                                                       |
| ciotola, scodella (f)                       |                                                       |
| coltello (m)                                |                                                       |
| cucchiaio (m)                               |                                                       |
| forchetta (f)                               |                                                       |
| padella (f)                                 |                                                       |
| pentola (f)                                 |                                                       |
| piatto (m)                                  |                                                       |
| tazza (f)                                   |                                                       |

| Il cibo e le bevande – aggettivi            |                                                       |
| cotto                                       |                                                       |
| crudo                                       |                                                       |
| fresco                                      |                                                       |
| piccante                                    |                                                       |
| saporito                                    |                                                       |

| Il cibo e le bevande – verbi ed espressioni |                                                       |
| avere fame                                  |                                                       |
| avere sete                                  |                                                       |
| bere                                        |                                                       |
| cenare                                      |                                                       |
| cucinare                                    |                                                       |

### Il corpo e la salute – parti del corpo
- bocca (f)
- braccio (m)
- caviglia (f)
- collo (m)
- corpo (m)
- cuore (m)
- dente (m)
- dito (m)
- dito del piede (m)

### Il corpo e la salute – verbi ed espressioni
- respirare
- respirare profondamente
- sentire gli odori
- toccare
- vedere
A Attività giornaliere (continued)

Salute e malattie
appuntamento dal dottore (m)
cerotto (m)
dentista (m/f)
dottore (m)
farmacia (f)
infermiere (m/f)
medicina (f)

Salute e malattie – verbi ed espressioni
ammalarsi
andare in palestra
avere la febbre
avere l’influenza
avere mal di (testa, stomaco, denti)
avere un raffreddore
cadere
essere allergico a… / avere un’allergia
essere di cattivo umore
essere malsano / godere di buona salute
essere stanco
fare esercizio / ginnastica / sport
farsi male a
lesione / ferita (f)
pulire
rompersi (una gamba, un braccio)
sdraiarsi
stare male / essere ammalato
tagliarsi (un dito)
vomitare

Viaggi e trasporti
aereo (m)
ambulanza (f)
autista (m/f)
autobus (m)
automobile, macchina (f)
bagaglio (m), valigia (f)
banchina (f), molo (m)
barca (f)
bici(cletta), moto(cicletta) (f)
biglietto (m) di (andata e ritorno / sola andata)
binario (m) (del treno)
direzioni, indicazioni stradali (fpl)

Viaggi e trasporti – verbi ed espressioni
arrivare
attraversare (la strada)
camminare
cercare
dritto
fare escursionismo
girare
guidare
parcheggiare
partire
perdersi
prendere (l’autobus)
ritornare
salire/scendere
viaggiare, viaggiare in autobus / in treno, etc.
volare

B La vita privata e sociale

Saluti
arrivederci
buongiorno / buon pomeriggio / buonasera
Ci vediamo! / A presto! / A domani!
ciao
Come stai? / Come sta? / Come va?
Bene, grazie / Non tanto bene.
devo andare
grazie
### B La vita privata e sociale (continued)

#### Saluti (continued)

<table>
<thead>
<tr>
<th>Per favore</th>
<th>Prego?</th>
</tr>
</thead>
<tbody>
<tr>
<td>piacere di conoscerti/conoscere</td>
<td>scusa, scusi</td>
</tr>
</tbody>
</table>

#### Esclamazioni

<table>
<thead>
<tr>
<th>Bello!</th>
<th>scusa, scusi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che seccatura!</td>
<td>Prego?</td>
</tr>
<tr>
<td>Interessante!</td>
<td></td>
</tr>
<tr>
<td>Peccato!</td>
<td></td>
</tr>
</tbody>
</table>

#### Inviti

<table>
<thead>
<tr>
<th>Accettare/declinare un invito</th>
<th>Prego!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grazie, ma non posso. Possiamo fare un altro giorno.</td>
<td></td>
</tr>
<tr>
<td>invitare</td>
<td></td>
</tr>
<tr>
<td>Perchè non + verbo (andiamo)</td>
<td></td>
</tr>
<tr>
<td>Ti/Le/Vi piacerebbe (andare al cinema)?</td>
<td></td>
</tr>
</tbody>
</table>

#### La famiglia ed i rapporti (continued)

<table>
<thead>
<tr>
<th>La famiglia ed i rapporti (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>madre (f)</td>
</tr>
<tr>
<td>marito (m)</td>
</tr>
<tr>
<td>matrigna (f), patrigno (m)</td>
</tr>
<tr>
<td>matrimonio (m)</td>
</tr>
<tr>
<td>moglie (f)</td>
</tr>
<tr>
<td>nipote (m/f)</td>
</tr>
<tr>
<td>nonno/a, nonni</td>
</tr>
<tr>
<td>nozze (fpl)</td>
</tr>
<tr>
<td>padre (m)</td>
</tr>
<tr>
<td>parente (m/f)</td>
</tr>
<tr>
<td>ragazzo/a</td>
</tr>
<tr>
<td>scapolo/celibe (m); nubile (f)</td>
</tr>
<tr>
<td>signor, signora, signorina</td>
</tr>
<tr>
<td>sposare, sposato/a</td>
</tr>
<tr>
<td>tizio (m)</td>
</tr>
<tr>
<td>uomo (m), donna (f)</td>
</tr>
<tr>
<td>vicino/a</td>
</tr>
<tr>
<td>zio/a</td>
</tr>
</tbody>
</table>

#### Descrivere l’aspetto fisico

<table>
<thead>
<tr>
<th>Descrivere l’aspetto fisico</th>
</tr>
</thead>
<tbody>
<tr>
<td>altezza</td>
</tr>
<tr>
<td>alto</td>
</tr>
<tr>
<td>baffi (mpl)</td>
</tr>
<tr>
<td>barba (f)</td>
</tr>
<tr>
<td>basso</td>
</tr>
<tr>
<td>biondo</td>
</tr>
<tr>
<td>calvo</td>
</tr>
<tr>
<td>capelli (mpl)</td>
</tr>
<tr>
<td>colore (m)</td>
</tr>
<tr>
<td>corto</td>
</tr>
<tr>
<td>età (f)</td>
</tr>
<tr>
<td>fine / spesso</td>
</tr>
<tr>
<td>liscio</td>
</tr>
<tr>
<td>lungo</td>
</tr>
<tr>
<td>occhi (mpl)</td>
</tr>
<tr>
<td>(portare) (gli) occhiali (mpl)</td>
</tr>
<tr>
<td>ondulato</td>
</tr>
<tr>
<td>portare/avere un apparecchio acustico</td>
</tr>
<tr>
<td>scuro</td>
</tr>
<tr>
<td>sesso, genere (m)</td>
</tr>
<tr>
<td>taglia (f)</td>
</tr>
<tr>
<td>voce (f)</td>
</tr>
</tbody>
</table>
### B La vita privata e sociale (continued)

#### Descrivere il carattere
- anziano
- arrabbiato
- attivo
- avido
- bello, bellissimo
- brutto
- calmo
- carino
- cattivo
- curioso
- divertente
- famoso
- felice
- gentile
- giovane
- grasso, in sovrappeso
- grosso
- importante
- infelice
- intelligente
- interessante
- magro
- maleducato
- matto
- noioso
- pazzo
- piacevole
- pigro
- povero
- preoccupato
- scontento
- sensato
- serio
- sfinito
- sgradevole
- simpatico
- soddisfatto
- spiacere
- spiritoso
- stupido
- tranquillo
- triste

#### Verbi ed espressioni
- abbracciare, baciare
- avere
- amare
- arrabbiarsi
- chiamare, chiamarsi
- crescere
- essere di buonumore/malumore
- (essere) incinta
- morire
- nascere
- piacere
- piangere
- ridere
- scrivere (il tuo nome)
- sorridere
- vivere

#### A casa – stanze e mobili
- anticamera (f)
- balcone (m)
- corridoio (m)
- finestra (f)
- garage (m)
- ingresso (m)
- mobile (m)
- muro (m)
- parete (f)
- pavimento (m)
- porta (f)
- sala da pranzo (f)
- scale (fpl), scala (f)
- soffitto (m)
- studio (m)
- vetro (m)

#### A casa – il bagno
- asciugamano (m)
- bagno (m)
- dentifricio (m)
- deodorante (m)
- doccia (f)
- gabinetto (m)
- gel doccia (m)
### B La vita privata e sociale (continued)

#### A casa – il bagno (continued)
- pettine (m)
- rubinetto (m)
- sapone (m)
- shampoo (m)
- spazzola (f)
- spazzolino (m) (da denti)
- specchio (m)

#### Il bagno – verbi ed espressioni
- fare la doccia / il bagno
- lavarsi i denti
- lavarsi il viso / le mani
- pettinarsi/spazzolare i capelli

#### A casa – il salotto
- cassetteria (f)
- comò (m)
- divano (m)
- poltrona (f)
- quadro (m)
- salotto (m)
- scaffale (m)
- tappeto (m)
- tavolo (m)

#### A casa – la cucina
- bottiglia (f)
- cucina (f)
- lattina (f)
- lavandino (m)
- scatola (f)

#### La cucina – verbi ed espressioni
- arrostire
- bollire, far bollire
- cenare
- cucinare
- cucire
- cuocere
- friggere
- grigliare
- mangiare

### La cucina – verbe ed espressioni (continued)
- mettere in freezer, congelare
- pranzare
- preparare il pranzo / la cena
- scaldare
- stirare
- tagliare (a pezzi)

#### A casa – la stanza da letto
- armadio (m)
- camera da letto (f)
- coperta (f)
- cuscino (m)
- guardaroba (f)
- lampada (f)
- lenzuolo (m)
- letto (m)

#### La stanza da letto – verbi ed espressioni
- alzarsi
- avere sonno / essere stanco
- dormire
- fare un pisolino
- riposare
- sdraiarsi
- svegliarsi

#### A casa – le facende domestiche
- mettere a posto la casa
- pulire

#### A casa – il giardino
- albero (m)
- fiore (m)
- giardino (m)
- muro (m)
- parete (f)
- pianta (f)
- prato (m)
- recinzione (f)
La vita privata e sociale (continued)

Il giardino – verbi ed espressioni

coltivare
fare giardinaggio
piantare (fiori/verdure)

A casa – elettrodomestici

altoparlante (m)
aria condizionata (f)
aspirapolvere (m)
batteria (f)
caricabatterie (m)
elettricità (f)
ferro da stiro (m)
fornello (m)
fono (m)
forno a microonde (m)
freezer (m)
frigorifero (m)
gas (m)
griglia (f)
lavastoviglie (f)
lavatrice (f)
orologio (m)
radio (f)
riscaldamento (m)
sgabello (m)
spina (f)
sveglia (f)
telefono (m)
telesivore (m)

Elettrodomestici – verbi ed espressioni (continued)
tirare

Colori
arancione
argento
bianco
blu
chiaro
colore (m)
giallo
grigio
marrone
nero
oro
rosa
rosso
scuro
verde
viola

Vestiti ed accessori
abito (m)
anello (m)
berretto (m)
borsa (f)
borsa (f) / borsellino (m)
calzini (mpl)
camicetta (f)
camicia (f)
cappello (m)
cappotto (m)
cintura (f)
collana (f)
completo (m)
 Costume da bagno (m)

Elettrodomestici
accendere
aprire
chiudere
fare la lavatrice
infornare / cuocere al forno
portare fuori l’immondizia
preparare la tavola
riparare
rompere
spaccare
spجاجere
spingere

www.cambridgeinternational.org/igcse
B La vita privata e sociale (continued)

Vestiti ed accessori (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>guanti (mpl)</td>
<td>gloves</td>
</tr>
<tr>
<td>impermeabile (m)</td>
<td>raincoat</td>
</tr>
<tr>
<td>jeans (mpl)</td>
<td>jeans</td>
</tr>
<tr>
<td>maglione (m)</td>
<td>sweater</td>
</tr>
<tr>
<td>moda (f)</td>
<td>fashion</td>
</tr>
<tr>
<td>occhiali (mpl)</td>
<td>glasses</td>
</tr>
<tr>
<td>occhiali da sole (mpl)</td>
<td>sunglasses</td>
</tr>
<tr>
<td>ombrello (m)</td>
<td>umbrella</td>
</tr>
<tr>
<td>orecchino (m)</td>
<td>earring</td>
</tr>
<tr>
<td>orologio (m)</td>
<td>watch</td>
</tr>
<tr>
<td>pantaloni (mpl)</td>
<td>trousers</td>
</tr>
<tr>
<td>portafoglio, portamonete (m)</td>
<td>wallet</td>
</tr>
<tr>
<td>sandali (mpl)</td>
<td>sandals</td>
</tr>
<tr>
<td>scarpe (fpl)</td>
<td>shoes</td>
</tr>
<tr>
<td>scarpe da ginnastica (fpl)</td>
<td>gym shoes</td>
</tr>
<tr>
<td>sciarpa (f)</td>
<td>scarf</td>
</tr>
<tr>
<td>stivali (mpl)</td>
<td>boots</td>
</tr>
<tr>
<td>tasca (f)</td>
<td>purse</td>
</tr>
<tr>
<td>uniforme (f)</td>
<td>uniform</td>
</tr>
<tr>
<td>vestiti (mpl)</td>
<td>clothing</td>
</tr>
<tr>
<td>vestito (m)</td>
<td>outfit</td>
</tr>
<tr>
<td>zaino (m)</td>
<td>backpack</td>
</tr>
</tbody>
</table>

Vestiti ed accessori – verbi ed espressioni

Che taglia?

è elegante
è sportivo
è troppo largo
è troppo stretto
indossare
mettersi
provare
sta bene / non sta bene
calza bene / non calza bene
ti sta bene
un paio di (calzini/scarpe/guanti)
vestirsi / svestirsi, spogliarsi

Il tempo libero – cose da fare (continued)

ascoltare musica (pop, classica, folk, rock)
cantare
dipingere
disegnare
tempiere alpinismo
fare fotografie
marzapino (m)
giardinaggio (m)
guardare la tv / un film giallo / un film romantico / una commedia
leggere

Il tempo libero – strumenti musicali

batteria (f)
chitarra (f)
clarinetto (m)
cuffie (fpl)
flauto (m)
percussioni (fpl)
piano, pianoforte (m)
tamburo (m)
tromba (f)
vioino (m)
suonare (uno strumento musicale)

Il tempo libero – sport

allenare, allenatore (m)
atletica (f)
attrezzatura sportiva / completo da (tennis, etc.)
badminton (m)
bicicletta (f)
calcio (m)
campione (m/f)
campo da calcio (m)
campo da golf (m)
campo da tennis (m)
ciclismo (m), andare in bici
correre / corsa, fare footing
fare surf
ginnastica (f)
giocare
gol (m)
golf (m)
hockey (m)
### B La vita privata e sociale (continued)
#### Il tempo libero – sport (continued)
- medaglia (f)
- nuotare
- palla, pallone (f)
- pallavolo (m)
- partita (f)
- pattinare, fare pattinaggio
- premio (m)
- racchetta, (hockey) bastone
- rugby (m)
- scacchi (mpl)
- sciare
- squadra (f)
- tennis (m)
- tifoso (m)
- vela (f)
- yoga (m)

#### Il tempo libero – verbi ed espressioni
- andare a / andare in
- fare foto
- pareggiare
- perdere (la/una gara; la/una competizione, una medaglia)
- scrivere (poesie, una storia)
- segnare (un gol / un punto)
- vincere (la/una gara; la/una competizione, una medaglia)

### C Il mondo intorno a noi (continued)
#### La bussola
- Est (m)
- Nord (m)
- Ovest (m)
- Sud (m)

#### Il mondo naturale e l’ambiente
- agricoltura (f)
- ambiente (m)
- aria (f)
- cascata (f)
- cielo (m)
- clima (m)
- costa (f)
- deforestazione (f)
- deserto (m)
- erba (f)
- fiume (m)
- foresta (f)
- inquinamento (m)
- isola (f)
- lago (m)
- mare (m)
- montagna (f)
- natura (f)
- ombra (f)
- onda (f)
- paesaggio (m)
- pietra (f)
- polvere (f)
- ramo (m)
- regione (f)
- riciclo (m), riciclare
- riscaldamento globale (m)
- risorse naturali (fpl)
- sabbia (f)
- sole (m), luna (f)
- spiaggia (f)
- stella (f)
- terra (f)
- vista (f)
- vulcano (m)

### Continenti
- Africa
- America, Sud America, Nord America, America Centrale
- Antartide, l’Artide
- Asia
- Europa
- Oceania / Australasia

### Nazioni, nazionalità e lingue
- nazionalità e paese di residenza
- lingua madre e lingue straniere studiate
<table>
<thead>
<tr>
<th>C Il mondo intorno a noi (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Il clima e il tempo</strong></td>
</tr>
<tr>
<td>caldo (m), fa caldo</td>
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<tr>
<td>calore (m)</td>
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<tr>
<td>condizioni atmosferiche (fpl)</td>
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<tr>
<td>foschia (f)</td>
</tr>
<tr>
<td>freddo, fa/è freddo, freddissimo</td>
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<tr>
<td>gelo (m)</td>
</tr>
<tr>
<td>ghiaccio (m)</td>
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<tr>
<td>gradi (mpl)</td>
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<tr>
<td>grandine (f)</td>
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<tr>
<td>lampo (m)</td>
</tr>
<tr>
<td>nebbia (f)</td>
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<tr>
<td>neve (f)</td>
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<tr>
<td>notte (f)</td>
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<tr>
<td>nuvola (f)</td>
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<tr>
<td>pioggia (f)</td>
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<tr>
<td>previsioni del tempo (fpl)</td>
</tr>
<tr>
<td>sole (m)</td>
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<tr>
<td>stagione (f)</td>
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<tr>
<td>tempo (m)</td>
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<tr>
<td>temporale (m)</td>
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<td>tuono (m)</td>
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<td>umido</td>
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<tr>
<td>uragano (m)</td>
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<tr>
<td>vento (m)</td>
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<tr>
<td>sta piovendo / piove</td>
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<td></td>
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<td><strong>Comunicazione e tecnologia – il mondo digitale</strong></td>
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<tr>
<td>applicazione (f), app</td>
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<td>articolo (m)</td>
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<td>blog (m)</td>
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<tr>
<td>cartella</td>
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<td>cellulare / telefonino (m)</td>
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<td>chat</td>
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<td>chiavetta USB (f)</td>
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<td>clic (m)</td>
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<td>compilare</td>
</tr>
<tr>
<td>computer (m)</td>
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<tr>
<td>documento (m)</td>
</tr>
<tr>
<td>email, un messaggio di posta elettronica</td>
</tr>
<tr>
<td>file (m)</td>
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<tr>
<td>film (m)</td>
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<tr>
<td>fotografia (f)</td>
</tr>
<tr>
<td>gioco, video-gioco (m)</td>
</tr>
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<td>informazione (f)</td>
</tr>
<tr>
<td>internet (m)</td>
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<td>marca (f)</td>
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<td>messaggio, messaggino (m)</td>
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<td>mouse (m)</td>
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<td>notizie (fpl)</td>
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<td>online, su internet</td>
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<td>pagina web / internet (f)</td>
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<tr>
<td>parola d’ordine (f)</td>
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<tr>
<td>portatile, laptop (m)</td>
</tr>
<tr>
<td>schermo (m)</td>
</tr>
<tr>
<td>selfie (m)</td>
</tr>
<tr>
<td>sicurezza online (f)</td>
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<td>sito internet (m)</td>
</tr>
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<td>social network (m)</td>
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<td>software (m)</td>
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<td>stampante (f)</td>
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<tr>
<td>tablet (m)</td>
</tr>
<tr>
<td>tastiera (f)</td>
</tr>
<tr>
<td>telefono (m)</td>
</tr>
<tr>
<td>touch-screen (m)</td>
</tr>
<tr>
<td>video (m)</td>
</tr>
<tr>
<td>vlog (m) / vlogger (m/f)</td>
</tr>
<tr>
<td>wireless / rete Wi-Fi / il Wi-Fi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animali</th>
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</thead>
<tbody>
<tr>
<td>cane (m)</td>
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<tr>
<td>cavallo (m)</td>
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<td>coniglio (m)</td>
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<td>elefante (m)</td>
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<tr>
<td>gatto (m)</td>
</tr>
<tr>
<td>leone (m)</td>
</tr>
<tr>
<td>mosca (f)</td>
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<tr>
<td>pesce (m)</td>
</tr>
<tr>
<td>ragno (m)</td>
</tr>
<tr>
<td>ratto (m)</td>
</tr>
<tr>
<td>scimmia (f)</td>
</tr>
<tr>
<td>serpente (m)</td>
</tr>
<tr>
<td>tigre (f)</td>
</tr>
<tr>
<td>topo (m)</td>
</tr>
<tr>
<td>uccello (m)</td>
</tr>
<tr>
<td>zanzara (f)</td>
</tr>
</tbody>
</table>
### C Il mondo intorno a noi (continued)

#### Comunicazione e tecnologia – documenti e testi
- appunto (m)
- articolo (m)
- biglietto (m)
- bolletta, fattura (f)
- carta d’identità (f)
- cartolina (f)
- certificato (m)
- depliant, opuscolo (m)
- fumetti (mpl)
- giornale, quotidiano (m)
- guida (turistica) (f)
- lettera (f)
- libro (m)
- lista (f)
- modulo (m)
- passaporto (m)
- pubblicità (f)
- rivista (f)
- taccuino (m), block notes (m)

#### Comunicazione e tecnologia – verbi ed espressioni
- caricare
- cliccare
- connettersi, collegarsi a internet / navigare su internet
- copiare
- fare una chiamata
- inviare
- mandare
- postare
- pubblicare
- salvare
- scaricare
- spedire
- trovare

#### La città – edifici e servizi
- albergo (m)
- appartamento (m)
- ascensore (m)
- biblioteca (f)
- caffè, bar (m)
- casa (f)
- castello (m)
- centro ricreativo (m)
- cinema (m)
- clinica (f)
- comune (m)
- dentista (m)
- edificio (m)
- entrata (f)
- fabbrica (f)
- fattoria (f)
- garage (m)
- hotel (m)
- museo (m)
- ospedale (m)
- palestra (f)
- piano terra / primo piano / secondo piano
- piscina (f)
- ristorante (m)
- scuola (f)
- stadio (m)
- stazione dei treni (f)
- stazione di servizio (f) / benzinaio (m)
- teatro (m)
- ufficio (m)
- ufficio postale (m)
- università (f)
- uscita (f)
- zoo (m)

#### La città – area urbana
- aeroporto (m)
- angolo (m)
- autostrada (f)
- città (f)
- fermata del treno / dell’autobus (f)
C Il mondo intorno a noi (continued)

La città – area urbana (continued)

luogo (m)
mercato (m)
metropolitana (f)
paese (m)
paesino (m)
parcheggio (m)
parco giochi (m), area giochi (f)
piazza (f)
ponte (m)
posto (m)
quartiere (m)
rotatoria, rotonda (f)
semaforo (m)
stazione dei treni / degli autobus (f)
strada (f)
traffic (m)
via (f)

La città – verbi ed espressioni

affittare (una bici)
comprare
fare la spesa / fare compere
pagare
portare indietro / ottenere un rimborso
Quanto costa?
reclamare
spendere soldi
vendere

Unità di misura

centimetro (m)
chilogrammo (m)
chilometro (m)
grado (m)
grammo (m)
litro (m)
metro (m)

Dimensioni

alto
basso
breve
corto
di medie dimensioni
enorme
grande
lungo
piccolo, piccolissimo

Forme

cerchio (m), rotondo (agg)
quadrato (m e agg)
triangolo (m), triangolare (agg)

Materiali

argento (m)
carta (f)
cotone (m)
lana (f)
legno (m)
metallo (m)
C Il mondo intorno a noi (continued)

Materiali (continued)
oro (m)
pelle (f)
pietra (f)
plastica (m)
vetro (m)

D Il mondo del lavoro (continued)

Educazione e formazione

alunno (m)
corso (m)
cortile (m)
dipartimento (m)
dirigente scolastico (m), preside (m)
educazione (f)
insegnante (m/f), (primaria) maestro/a, (secondaria, università) professore (m/f)
l’anno scolastico (m)
materia (f)
studente (m/f)
trimestre/semestre (m)

Educazione e formazione – la scuola

asilo nido (m) / scuola materna (f) / asilo (m)
mensa (f)
scuola elementare (f)
scuola media (f)
scuola privata (f)
scuola superiore (f)
università (f)

Educazione e formazione – in classe

astuccio (m)
banco (m)
campanella (f)
(un foglio di) carta (m)
colla (f)
dizionario (m)
gomma (f)
lavagna / lavagna interattiva multimediale (f)
libro (m)
penna (f)
quaderno (m)
righello (m)

Educazione e formazione – verbi ed espressioni

capire
chiedere
esercitarsi
essere bocciato
essere promosso
fare gli esperimenti
leggere
prendere appunti
ripassare
### D Il mondo del lavoro (continued)

#### Educazione e formazione – verbi ed espressioni (continued)
- rispondere
- sapere
- scrivere
- spiegare
- studiare

#### Il lavoro – lavori e carriera
- agricoltore
- architetto
- assistente di volo
- avvocato
- cameriere
- conducente/autista di autobus, tassista
- dentista
- dottore
- falegname
- fornaio, panettiere
- idraulico
- infermiere
- ingegnere
- insegnante / maestro (primaria), professore (secondaria, università)
- interprete
- macellaio
- meccanico
- muratore
- parrucchiere
- pilota
- poliziotto
- postino
- segretario
- soldato
- traduttore
- veterinario
- vigile del fuoco

#### Il lavoro – il posto di lavoro (continued)
- impiegato (m)
- lavoro (m)
- officina, bottega (f)
- società, azienda (f)
- stipendio (m)
- ufficio (m)

#### Il mondo internazionale

#### Cultura – usanze, fede, celebrazioni
- anno nuovo (31 dic), capodanno (m)
- battesimo (m)
- chiesa (f)
- fuochi d’artificio (mpl)
- giorno festivo (m) / giornata festiva / festa nazionale (f)
- messa, cerimonia religiosa (f)
- Natale (m)
- occasione speciale (f)
- Pasqua (f)
- pellegrinaggio (m)
- presepio (m)
- religione, fede, credenza (f)
- santo (m)
- tempio (m)

#### Cultura – verbi ed espressioni
- avere fede
- celebrare
- credere in
- essere religioso
- festeggiare
5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied an Italian curriculum at Lower Secondary level or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the Cambridge Guide to Making Entries for the relevant series.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE (9–1) Italian (7164)
- syllabuses with the same title at the same level

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice
Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the Cambridge Guide to Making Entries. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

To confirm if an option is available to carry forward marks for this syllabus, see the Cambridge Guide to Making Entries for the relevant series. Regulations for carrying forward internally assessed marks can be found in the Cambridge Handbook for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the Cambridge Handbook at www.cambridgeinternational.org/eoguide

Language

This syllabus is available in English only. The assessment materials are in Italian.
After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
  The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
  The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Italian will be published after the first assessment of the syllabus in 2021. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)
Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been updated. This is version 1, published September 2019.

There are no significant changes which affect teaching.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Any textbooks endorsed to support the syllabus for examination from 2021 are suitable for use with this syllabus.
‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China