



## Syllabus

### Cambridge IGCSE™ (9–1)

### Italian 7164

Use this syllabus for exams in 2022, 2023 and 2024.

Exams are available in the June series



Italiano

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## Why choose Cambridge International?

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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](http://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 (9–1) 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 (9–1) Italian encourages learners to be:

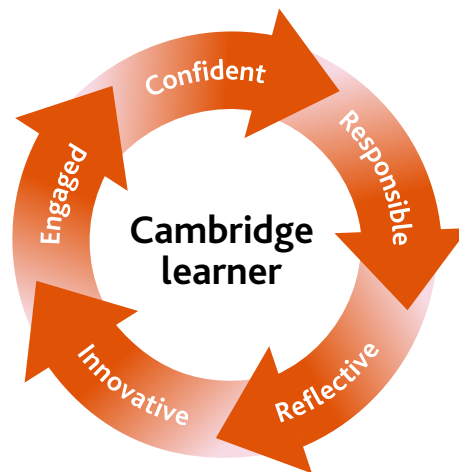
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**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 (9–1) 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 (9–1) 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](http://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](http://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

### Support for Cambridge IGCSE

### 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](http://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](http://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.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- 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 (9–1) 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](http://www.cambridgeinternational.org/support)





## 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

| Assessment objective | Weighting in IGCSE % |
|----------------------|----------------------|
| AO1 Listening        | 25                   |
| AO2 Reading          | 25                   |
| AO3 Speaking         | 25                   |
| AO4 Writing          | 25                   |
| Total                | 100                  |

### Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % |         |         |         |
|----------------------|---------------------------|---------|---------|---------|
|                      | Paper 1                   | Paper 2 | Paper 3 | Paper 4 |
| AO1 Listening        | 100                       | –       | –       | –       |
| AO2 Reading          | –                         | 100     | –       | –       |
| AO3 Speaking         | –                         | –       | 100     | –       |
| AO4 Writing          | –                         | –       | –       | 100     |
| Total                | 100                       | 100     | 100     | 100     |

## 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.

| Area | Topic areas              | Sub-topics   |
|------|--------------------------|--|
| A    | Everyday activities      | <ul style="list-style-type: none"> <li>• Time expressions (e.g. telling the time, days, days of the week, months, seasons)</li> <li>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</li> <li>• The human body and health (e.g. parts of the body, health and illness)</li> <li>• Travel and transport</li> </ul>   |
| B    | Personal and social life | <ul style="list-style-type: none"> <li>• Self, family and friends</li> <li>• In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)</li> <li>• Colours</li> <li>• Clothes and accessories</li> <li>• Leisure time (e.g. things to do, hobbies, sport)</li> </ul>   |
| C    | The world around us      | <ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The built environment (e.g. buildings and services, urban areas, shopping)</li> <li>• Measurements (e.g. size, shape)</li> <li>• Materials</li> </ul> |
| D    | The world of work        | <ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul>   |
| E    | The international world  | <ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture, customs, faiths and celebrations</li> </ul>  |

## 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

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

##### Questions 9–14

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

##### Question 15

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | L2, L3, L4  |
| <i>Task</i>                  | Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements. |
| <i>Text types</i>            | Informal conversations  |
| <i>Total marks</i>           | 5   |

**Description of questions (continued)**

## Questions 16–24

|                              |  |
|------------------------------|--|
| <i>Assessment objectives</i> | L2, L3, L4   |
| <i>Task</i>                  | 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. |
| <i>Text types</i>            | Conversations, interviews  |
| <i>Total marks</i>           | 9  |

## Questions 25–30

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

## Questions 31–33

|                              |  |
|------------------------------|--|
| <i>Assessment objectives</i> | L2, L3, L4   |
| <i>Task</i>                  | Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the <b>two</b> options which are true. |
| <i>Text types</i>            | Conversation, discussion or interview  |
| <i>Total marks</i>           | 6  |

**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

|                             |  |
|-----------------------------|--|
| <i>Assessment objective</i> | R1   |
| <i>Task</i>                 | Candidates match a series of short statements with the correct pictures. |
| <i>Text types</i>           | Simple descriptions  |
| <i>Total marks</i>          | 5  |

## Question group 2

|                             |   |
|-----------------------------|---|
| <i>Assessment objective</i> | R1  |
| <i>Task</i>                 | 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. |
| <i>Text types</i>           | Signs, notices, instructions, messages, advertisements  |
| <i>Total marks</i>          | 5   |

**Description of question groups (continued)**

## Question group 3

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

## Question group 4

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

## Question group 5

|                             |   |
|-----------------------------|---|
| <i>Assessment objective</i> | R3  |
| <i>Task</i>                 | 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. |
| <i>Text types</i>           | Short descriptions, advertisements  |
| <i>Total marks</i>          | 5   |

## Question group 6

|                              |  |
|------------------------------|--|
| <i>Assessment objectives</i> | R3, R4   |
| <i>Task</i>                  | Candidates answer questions on a longer text requiring short responses in Italian. |
| <i>Text types</i>            | Articles   |
| <i>Total marks</i>           | 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](http://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](http://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](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://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:

|   |   |
|---|---|
| 2 | The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed. |
| 1 | The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.  |
| 0 | No creditable response.   |

### 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.

| Mark  | Level               | Descriptor  |
|-------|---------------------|---|
| 13–15 | <b>Very good</b>    | <ul style="list-style-type: none"> <li>• Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>• Communicates information which is consistently relevant to the questions.</li> <li>• Frequently develops ideas and opinions.</li> <li>• Justifies and explains some answers.</li> </ul>                |
| 10–12 | <b>Good</b>         | <ul style="list-style-type: none"> <li>• Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons or explanations for some answers.</li> </ul> |
| 7–9   | <b>Satisfactory</b> | <ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>• Communicates most of the required information; may occasionally give irrelevant information.</li> <li>• Conveys simple, straightforward opinions.</li> </ul>                             |
| 4–6   | <b>Weak</b>         | <ul style="list-style-type: none"> <li>• Has difficulty with many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>   |
| 1–3   | <b>Poor</b>         | <ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>   |
| 0     |                     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>   |

## Quality of Language

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

| Mark  | Level               | Descriptor  |
|-------|---------------------|---|
| 13–15 | <b>Very good</b>    | <ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul> |
| 10–12 | <b>Good</b>         | <ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>                                |
| 7–9   | <b>Satisfactory</b> | <ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>                   |
| 4–6   | <b>Weak</b>         | <ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>   |
| 1–3   | <b>Poor</b>         | <ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>   |
| 0     |                     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>   |

## 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.

### Description of questions

#### Question 1

*Assessment objectives*

W1, W4

*Task*

Candidates fill in a form with single words or short phrases in response to a given context.

*Total marks*

5

#### Question 2

*Assessment objectives*

W2, W4

*Task*

Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.

*Total marks*

12

#### Question 3

*Assessment objectives*

W3, W4

*Task*

Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.

*Total marks*

28

## 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 (9–1) Italian. The list is not intended to be restrictive.

|                   |   |
|-------------------|---|
| <b>Articles</b>   | definite, indefinite, partitive; definite article with titles and countries   |
| <b>Nouns</b>      | gender; singular and plural forms, including common and less common irregulars (e.g. <i>la mano, il cinema, il dita, le dita</i> )  |
| <b>Negatives</b>  | <i>non... ancora/mai/niente/neanche/nessuno/più/che; alcuno, nemmeno, nulla, affatto, non solo... ma anche, né...né</i> (R).  |
| <b>Adjectives</b> | agreement, number and gender<br>position and basic exceptions<br>common irregular adjectives before nouns (e.g. <i>bello, buono</i> )<br>comparative and superlative, regular (e.g. <i>più/meno di/che, il più/meno, tanto... quanto, così... come</i> ); irregular (e.g. <i>migliore, peggiore; il migliore/peggiore</i> ); <i>molto</i> + adjective;<br>adding <i>-issimo</i> to the adjective<br>demonstrative ( <i>questo, quello</i> singular and plural)<br>indefinite (e.g. <i>ogni, qualche, alcuni, uno, qualcuno, qualcosa, ciascuno, ognuno, qualsiasi, parecchio, altro, tutto, alcuno; chiunque, altrettanto</i> [R])<br>possessive, with articles; exceptions (e.g. family members)<br>interrogative (e.g. <i>che; qual/quale/quali; quanto/a, quanti/e</i> ) |
| <b>Adverbs</b>    | formation and position<br>adverbs of time and place<br>use of <i>ci</i> ( <i>c'è, ci sono, ci vado</i> )<br>comparative and superlative, including <i>migliore/peggio</i><br>interrogative, direct and indirect (e.g. <i>come, dove, quando, quanto, perché</i> )<br>common expressions of quantity (e.g. <i>abbastanza, mezzo, molto, poco, un po', tanto, troppo, quanto, quarto</i> )<br>common adverbial phrases (e.g. <i>a poco a poco</i> )<br>other common adverbs ( <i>bene, male, poco</i> )   |
| <b>Pronouns</b>   | subject, including <i>si</i><br>object, direct and indirect; position and order with infinitive, gerund and imperative<br>reflexive<br>demonstrative (e.g. <i>questo, quello</i> ; use of <i>ci</i> )<br>interrogative (e.g. <i>chi, che, che cosa, cosa, quale, quanto</i> )<br>relative (e.g. <i>che, il quale, cui, chi, quello che, il cui</i> )<br>disjunctive<br>possessive<br>indefinite (e.g. <i>nessuno, niente, ogni, qualcuno, qualcosa, qualche, uno, ognuno, ciascuno, parecchi, qualsiasi, qualunque</i> )<br>use of <i>ecco</i> with pronouns (e.g. <i>eccomi!, eccolo!</i> ) (R)<br>use of <i>ne</i>  |

|                     |  |
|---------------------|--|
| <b>Verbs</b>        | <p>regular and irregular forms of verbs, including reflexive verbs<br/> all persons of verbs, singular and plural<br/> negative forms<br/> interrogative forms<br/> imperative<br/> modes of address (<i>tu, voi, Lei</i>)<br/> gerund<br/> impersonal (e.g. <i>fa; bisogna</i> + infinitive)<br/> verbs followed by infinitive, with or without preposition<br/> dependent infinitive (e.g. <i>far vedere</i>)<br/> tenses:</p> <ul style="list-style-type: none"> <li>• present and present continuous (<i>stare</i> + gerund)</li> <li>• perfect (<i>avere</i> or <i>essere</i> + past participle – including reflexive verbs and agreements)</li> <li>• imperfect and imperfect continuous</li> <li>• pluperfect</li> <li>• immediate future (<i>stare per</i> and use of present)</li> <li>• future</li> <li>• future perfect (R)</li> <li>• conditional (all verbs, present; perfect tense [R])</li> <li>• present subjunctive in commonly used forms</li> <li>• past subjunctive + conditional (e.g. <i>se fossi ricco, comprerei...</i>), other past subjunctive (R)</li> <li>• use of <i>se</i> + present/future (e.g. <i>se piove non andiamo/andremo</i>)</li> <li>• passive voice (R)</li> <li>• perfect infinitive (e.g. after <i>dopo</i>) gerund</li> </ul> |
| <b>Conjunctions</b> | <p>coordinating (e.g. <i>e/ed; ma; o, o...o; oppure</i>)<br/> subordinating (e.g. <i>perché, poiché, visto che, se, anche se, quando</i>)</p>  |
| <b>Number</b>       | all ordinal and cardinal numbers   |
| <b>Quantity</b>     | common quantities  |
| <b>Time</b>         | <p>date<br/> time, including 24-hour clock, years<br/> uses of <i>da, fa, fra/tra</i> with perfect tense and imperfect tenses</p>  |

## 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.

| Aggettivi comuni                  |   |
|-----------------------------------|---|
| accogliente                       | gentile   |
| antico                            | grande, piú grande, il/la piú grande                  |
| bagnato                           | gratis  |
| bello                             | importante  |
| breve                             | impossibile   |
| buono , meglio, il/la migliore    | infelice  |
| caldo                             | ingiusto  |
| cattivo, peggiore, il/la peggiore | intelligente  |
| comodo                            | inutile   |
| cordiale                          | leggero   |
| corretto                          | lento   |
| di valore                         | libero  |
| differente                        | lo stesso   |
| difficile                         | magro   |
| disponibile                       | maleducato  |
| diverso                           | moderno   |
| duro                              | morbido   |
| educato                           | necessario  |
| emozionante                       | negativo  |
| enorme                            | noioso  |
| esatto                            | normale   |
| facile                            | nuovo   |
| fantastico                        | ottimo  |
| forte                             | perfetto  |
| freddo                            | pesante   |
| generale                          | piccolo, piú piccolo, il piú piccolo / la piú piccola |

**Aggettivi comuni (continued)**

pieno

popolare

positivo

possibile

precedente

prezioso

probabile

profondo

pronto

rapido

recente

ricco

rumoroso

sbagliato

secco

semplice

severo

sicuro

silenzioso

simile

simpatico

solitario

stretto

stufo

stupido

superficiale

timido

tipico

umido

utile

vecchio

veloce

vero

vivace

vuoto

**Preposizioni e avverbi comuni****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****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)**

cercare

chiedere

cominciare

conoscere

continuare

copiare

credere

dare

descrivere

dimenticare

diminuire

dire

divertire, divertirsi

domandare

dovere

entrare

essere

essere interessati a

fare/disfare

fare cadere/cadere

fermare, fermarsi

finire

gridare

guardare

incontrare

incoraggiare

iniziare

invitare

iscriversi a

lasciare

leggere

mangiare

mantenere

mentire / dire bugie

mettere

mordere

muoversi

odiare

organizzare

parlare

pensare

piacere

piangere

portare

potere

prendere

preoccuparsi

presentarsi

provare

raccogliere

raccontare

restituire

ricevere

ricordare

ridere

riparare

ripetere

rispondere

ritornare

riuscire a (fare)

sapere

scrivere

sedersi

sembrare

sentire, sentirsi

sistemare

sognare

sorridere

spingere

stare

strappare

succedere

tirare

trovare

unire / unirsi a

urlare

usare

vedere

venire

volere

| <b>A Attività giornaliere</b>   |  |
|---|--|
| <b>Espressioni di tempo</b>   | <b>I giorni</b>  |
| a volte   | domani   |
| alla fine, finalmente   | giorno (m)   |
| all'improvviso  | ieri   |
| ancora, tuttora, finora   | il fine settimana (m)  |
| da  | la settimana (f), la prossima settimana, la settimana scorsa |
| di nuovo, ancora  | l'altro ieri   |
| dopo  | oggi   |
| finalmente  | lunedì (m)   |
| fino a  | martedì (m)  |
| immediatamente  | mercoledì (m)  |
| innanzitutto  | giovedì (m)  |
| mai   | venerdì (m)  |
| mentre  | sabato (m)   |
| momento   | domenica (f)   |
| nel frattempo, intanto  |  |
| presto  |  |
| prima   | <b>I mesi / L'anno</b>                                       |
| (la) prossima (settimana)   | il mese (m), mensile   |
| prossimo / successivo   | la data (f)  |
| quando  | l'anno (m), annuale, una volta l'anno                        |
| sempre  | gennaio (m)  |
| tardi   | febbraio (m)   |
| (il tuo, il mio) turno (m)  | marzo (m)  |
| tutti i giorni / ogni giorno; tutte le settimane / ogni settimana; tutti i mesi / ogni mese | aprile (m)   |
|   | maggio (m)   |
|   | giugno (m)   |
|   | luglio (m)   |
| <b>Le ore</b>   | agosto (m)   |
| all'una, alle due, alle tre, etc.   | settembre (m)  |
| e mezza / e un quarto / meno un quarto  | ottobre (m)  |
| mattino (m) / mattina (f)   | novembre (m)   |
| mezzanotte (f)  | dicembre (m)   |
| mezzogiorno (m)   |  |
| minuto (m)  | <b>Le stagioni</b>   |
| ora (f)   | La primavera (f)   |
| orologio (m)  | L'estate (f)   |
| pomeriggio (m)  | L'autunno (m)  |
| secondo (m)   | L'inverno (m)  |
| sera (f)  |  |

**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**

albicocca (f)  
 ananas (m)  
 arancia (f)  
 banana (f)  
 carota (f)  
 cavolfiore (m)  
 cavolo (m)  
 cetriolo (m)  
 ciliegia (f)  
 cipolla (f)  
 cocco (m)  
 cocomero (m) / anguria (f)  
 fragola (f)  
 frutta (f)  
 fungo (m)  
 lampone (m)  
 lattuga (f)  
 limone (m)  
 mela (f)  
 melanzana (f)  
 melone (m)  
 patata (f)  
 peperone (m)  
 pera (f)  
 pesca (f)  
 pomodoro (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)****Il cibo e le bevande – altro**

aglio (m)  
 burro (m)  
 fagioli (mpl)  
 farina (f)  
 formaggio (m)  
 gelato (m)  
 marmellata (f)  
 olio (m)  
 pane (m)  
 pasta (f)  
 pepe (m)  
 riso (m)  
 sale (m)  
 soia (f)  
 tofu (m)  
 uovo (m)  
 zucchero (m)

**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 cibo e le bevande – verbi ed espressioni (continued)**

essere sazio/pieno  
 fare colazione  
 mangiare  
 pranzare  
 preparare la cena / il pranzo  
 tagliare

**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)  
 faccia (f), viso, volto (m)  
 gamba (f)  
 ginocchio (m)  
 gola (f)  
 mano (f)  
 naso (m)  
 occhio (m)  
 orecchio (m)  
 osso (m)  
 pelle (f)  
 petto (m)  
 piede (sinistro, destro) (m)  
 schiena (f)  
 spalla (f)  
 stomaco (m)  
 testa (f)

**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(cicletta), moto(cicletta) (f)

biglietto (m) di (andata e ritorno / sola andata)

binario (m) (del treno)

direzioni, indicazioni stradali (fpl)

**Viaggi e trasporti (continued)**

fermata dell'autobus (f)

ferrovia (f)

mappa (f)

passeggero (m), passeggera (f)

ritardare / in ritardo

taxi (m)

traghetto (m)

tram (m)

treno (m)

turista (m/f)

ufficio informazioni turistiche

viaggio (m)

visita (f)

volo (m)

**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)**

per favore

piacere di conoscerti/conoscerLa

Prego?

scusa, scusi

**Esclamazioni**

Bello!

Che seccatura!

Interessante!

Peccato!

Prego!

**Inviti**

accettare/declinare un invito

Grazie, ma non posso. Possiamo fare un altro giorno.

invitare

Perchè non + verbo (andiamo)

Ti/Le/Vi piacerebbe (andare al cinema)?

**La famiglia ed i rapporti**

adolescente (m/f)

amico/a

bambini (mpl)

bambino/a

bebè, neonato/a

cognome (m)

compagno/a

cugino/a; cugini/e

divorziato/a

famiglia (f)

fidanzato/a

figlio/a

figlioccio/a

fratello (m) / sorella (f) (più piccolo/a, maggiore),  
fratelli (pl) / sorelle (pl)

gemelli

genitori

gente (f)

giovane (m/f)

giovinezza (f)

infanzia (f)

l'anziano/a; gli anziani

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

madre (f)

marito (m)

matrigna (f), patrigno (m)

matrimonio (m)

moglie (f)

nipote (m/f)

nonno/a, nonni

nozze (fpl)

padre (m)

parente (m/f)

ragazzo/a

scapolo/celibe (m); nubile (f)

signor, signora, signorina

sposare, sposato/a

tizio (m)

uomo (m), donna (f)

vicino/a

zio/a

**Descrivere l'aspetto fisico**

altezza

alto

baffi (mpl)

barba (f)

basso

biondo

calvo

capelli (mpl)

colore (m)

corto

età (f)

fine / spesso

liscio

lungo

occhi (mpl)

(portare) (gli) occhiali (mpl)

ondulato

portare/avere un apparecchio acustico

scuro

sesso, genere (m)

taglia (f)

voce (f)

**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

spiacevole

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**

cassettiera (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 – verbe 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)

**B 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)

forno (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)

televisore (m)

**Elettrodomestici – verbi ed espressioni**

accendere

aprire

chiudere

fare la lavatrice

infernare / cuocere al forno

portare fuori l'immondizia

preparare la tavola

riparare

rompere

sparecchiare

spegnere

spingere

**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)

borsetta (f) / borsellino (m)

calzini (mpl)

camicetta (f)

camicia (f)

cappello (m)

cappotto (m)

cintura (f)

collana (f)

completo (m)

costume da bagno (m)

cravatta (f)

divisa (f)

felpa (f)

giacca (f)

gioielli (mpl) / gioielleria (f)

gonna (f)

golf (m)

**B La vita privata e sociale (continued)****Vestiti ed accessori (continued)**

guanti (mpl)

impermeabile (m)

jeans (mpl)

maglione (m)

moda (f)

occhiali (mpl)

occhiali da sole (mpl)

ombrello (m)

orecchino (m)

orologio (m)

pantaloncini corti (mpl)

pantaloni (mpl)

portafoglio, portamonete (m)

sandali (mpl)

scarpe (fpl)

scarpe da ginnastica (fpl)

sciarpa (f)

stivali (mpl)

tasca (f)

uniforme (f)

vestiti (mpl)

vestito (m)

zaino (m)

**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**

andare a pesca

andare ad un concerto / ad un festival di musica / a teatro

**Il tempo libero – cose da fare (continued)**

ascoltare musica (pop, classica, folk, rock)

cantare

dipingere

disegnare

fare alpinismo

fare fotografie

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)

violino (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****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

**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)

**C Il mondo intorno a noi (continued)****Il clima e il tempo**

caldo (m), fa caldo

calore (m)

condizioni atmosferiche (fpl)

foschia (f)

freddo, fa/è freddo, freddissimo

gelo (m)

ghiaccio (m)

gradi (mpl)

grandine (f)

lampo (m)

nebbia (f)

neve (f)

notte (f)

nuvola (f)

pioggia (f)

previsioni del tempo (fpl)

sole (m)

stagione (f)

tempo (m)

temporale (m)

tuono (m)

umido

uragano (m)

vento (m)

sta piovendo / piove

**Animali**

cane (m)

cavallo (m)

coniglio (m)

elefante (m)

gatto (m)

leone (m)

mosca (f)

pesce (m)

ragno (m)

ratto (m)

scimmia (f)

serpente (m)

tigre (f)

topo (m)

uccello (m)

zanzara (f)

**Comunicazione e tecnologia – il mondo digitale**

applicazione (f), app

articolo (m)

blog (m)

cartella

cellulare / telefonino (m)

chat

chiavetta USB (f)

clic (m)

compilare

computer (m)

documento (m)

email, un messaggio di posta elettronica

file (m)

film (m)

fotografia (f)

gioco, video-gioco (m)

informazione (f)

internet (m)

marca (f)

messaggio, messaggino (m)

mouse (m)

notizie (fpl)

online, su internet

pagina web / internet (f)

parola d'ordine (f)

portatile, laptop (m)

schermo (m)

selfie (m)

sicurezza online (f)

sito internet (m)

social network (m)

software (m)

stampante (f)

tablet (m)

tastiera (f)

telefono (m)

touch-screen (m)

video (m)

vlog (m) / vlogger (m/f)

wireless / rete Wi-Fi / il Wi-Fi

**C Il mondo intorno a noi (continued)****Comunicazione e tecnologia – documenti e testi**

appuntamento (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)

traffico (m)

via (f)

**La città – lo shopping**

aperto

aprire

banconota (f)

cameriere (m) / cameriera (f)

caro

carta di credito (f)

chiosco (m)

chiudere

chiuso

cliente (m/f)

conto (m)

economico

macellaio (m), macelleria (f)

mercato (m)

moneta (f)

negozi (m)

panificio (m)

prezzo (m)

resto (m)

ricevuta (f), scontrino (m)

saldi / in offerta

supermercato (m)

taglia (f) / numero (m)

**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****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)

**D Il mondo del lavoro (continued)****Educazione e formazione – materie**

biologia (f)

chimica (f)

educazione artistica (f)

educazione fisica (f)

educazione religiosa / religione (f)

fisica (f)

geografia (f)

informatica (f)

letteratura (f)

lingue straniere (fpl)

matematica (f)

musica (f)

scienze (fpl)

storia (f)

teatro (m)

**Educazione e formazione – lo studio**

classe (f)

compagno di classe (m)

compiti (mpl)

domanda (f)

esame (m)

esempio (m)

esercizio (m)

istruzioni (fpl)

lezione (f)

orario (m)

progetto (m)

ricreazione (f) / intervallo (m)

risultato (m)

voto (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**

datore di lavoro (m)

ditta, azienda (f)

**Il lavoro – il posto di lavoro (continued)**

impiegato (m)

lavoro (m)

officina, bottega (f)

società, azienda (f)

stipendio (m)

ufficio (m)

**Il lavoro – verbi ed espressioni**

andare in pensione

disoccupato

essere licenziato

essere promosso

guadagnare

lavorare

prendersi le ferie / andare in ferie

trovare/cercare/perdere un lavoro

**E 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

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## 5 What else you need to know

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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](http://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. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://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 Italian (0535)
- 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.

## 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](http://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](http://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](http://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 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. '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 (9–1) 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

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