This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian (1IN0)

First teaching from September 2017
First certification from June 2019
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Specification

Issue 3 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
</tr>
<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
<td></td>
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<tr>
<td>‘The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three <strong>working</strong> days before the <strong>prescribed five week assessment period</strong>. This is to enable the teacher to prepare for the assessment. <strong>The assessment materials in this pack must not be removed from the centre premises</strong>.’</td>
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</tbody>
</table>

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Italian?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics
Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content
Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus
The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students
Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students’ progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts
We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria
Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression
Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
- To support you in delivering this specification, our **Getting Started Guide**, available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2009 qualification.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
- marked exemplars of student work with examiner commentaries

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview
The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

### Paper 1: Listening and understanding in Italian (*Paper code: 1IN0/1F and 1H)*

<table>
<thead>
<tr>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation tier:</strong> 35 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
</tbody>
</table>

#### 25% of the total qualification

Content overview
This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview
Students are assessed on their understanding of standard spoken Italian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Italian speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Italian.

**Foundation tier**
- Section A is set in English. The instructions to students are in English.
- Section B is set in Italian. The instructions to students are in Italian.

**Higher tier**
- Section A is set in Italian. The instructions to students are in Italian.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
### Paper 2: Speaking in Italian (*Paper code: 1IN0/2F and 2H*)

**Internally conducted and externally assessed**

**Foundation tier:** 7–9 minutes plus 12 minutes’ preparation time; 70 marks  
**Higher tier:** 10–12 minutes plus 12 minutes’ preparation time; 70 marks  
**25% of the total qualification**

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their ability to communicate and interact effectively through speaking in Italian for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- **Task 1** – a role play based on one topic that is allocated by Pearson
- **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
- **Task 3** – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

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### Paper 3: Reading and understanding in Italian (*Paper code: 1IN0/3F and 3H*)

**Written examination**

**Foundation tier:** 45 minutes; 50 marks  
**Higher tier:** 1 hour; 50 marks  
**25% of the total qualification**

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their understanding of written Italian across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- **Section A** is set in English. The instructions to students are in English.
- **Section B** is set in Italian. The instructions to students are in Italian.
- **Section C** includes a translation passage from Italian into English with instructions in English.
Paper 4: Writing in Italian (*Paper code: 1IN0/4F and 4H)

<table>
<thead>
<tr>
<th>Written examination</th>
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<tbody>
<tr>
<td><strong>Foundation tier:</strong> 1 hour 10 minutes; 60 marks</td>
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<tr>
<td><strong>Higher tier:</strong> 1 hour 20 minutes; 60 marks</td>
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<td>25% of the total qualification</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content overview</th>
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<tbody>
<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are assessed on their ability to communicate effectively through writing in Italian for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Italian. The instructions to students are in Italian. Word counts are specified for each question. Students must answer all questions.</td>
</tr>
<tr>
<td><strong>Foundation tier</strong> – three open-response questions and one translation into Italian.</td>
</tr>
<tr>
<td><strong>Higher tier</strong> – two open-response questions and one translation into Italian.</td>
</tr>
</tbody>
</table>

*See Appendix 6: Codes for a description of this code and all codes related to this qualification.*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian allows students to develop their ability to communicate with Italian native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Italian-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Italian grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Italian is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Italian-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the students’ home country and that of countries and communities where Italian is spoken.

**Theme 1: Identity and culture**
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

**Theme 3: School**
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being ‘green’; access to natural resources
Paper 1: Listening and understanding in Italian

Content

Students are assessed on their understanding of standard spoken Italian in a variety of scenarios.

Students will need to:
- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Italian language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
**Assessment information**

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Italian-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- **Foundation tier**
  - 35 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Italian. The question type is multiple-response. The instructions to students are in Italian.
- **Higher tier**
  - 45 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains two questions set in Italian. The question type is multiple-response. The instructions to students are in Italian.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Italian.
- The use of dictionaries is not permitted.

**Sample assessment materials**

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document.
Paper 2: Speaking in Italian

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Italian for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a ‘perfect’ command of Italian.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Italian, General instructions to the teacher section.

Scenarios require an exchange of information. Some scenarios are transactional in nature. The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. not on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Italian, General instructions to the teacher section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.
Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the Content section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see Themes and topics) and is in two parts. For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Italian, General instructions to the teacher section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information

- The entire assessment must be conducted in Italian.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Italian, General instructions to the teacher, section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Italian for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.
Foundation tier assessment time and marks
- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks
- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
Preparation time
Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play
Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards
The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards
The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol '?'), and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Italian. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense for four of the prompts or they may use a familiar conditional tense where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense for four of the prompts or they may also use a conditional tense if it is more natural to do so and respond to one question set in a past tense.
Task 2 – Picture-based task
Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards
The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards
At Foundation tier, students are provided with a picture and five bullets in Italian to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Italian to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation
The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic What school is like may:

- choose to focus on ‘school types’ and ‘rules and pressures’, or
- choose to focus only on ‘rules and pressures’.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that an equal amount of time is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Italian

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.

- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- They will modify the mark based on how securely the trait descriptors are met at that band.

- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document.

Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

### Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>
| 1–4  | - Limited response to set questions, likely to consist of single-word answers  
- Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond  
- A straightforward opinion may be expressed but without justification  
- Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 5–8  | - Responds briefly to set questions, there is much hesitation and continuous prompting needed  
- Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond  
- Straightforward, brief opinions are given but without justification  
- Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 9–12 | - Responds to set questions with some development, some hesitation and some prompting necessary  
- Some effective adaptation of language to describe, narrate and inform in response to the set questions  
- Expresses opinions with occasional, brief justification  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 13–16| - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
- Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
- Expresses opinions and gives justification with some development  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

### Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.
## Picture-based task: linguistic knowledge and accuracy – Foundation tier

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<tr>
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<tbody>
<tr>
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<td>No rewardable material</td>
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</tbody>
</table>
| 1–2  | - Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
- Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4  | - Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
- Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
- Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
- Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

### Additional guidance

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

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<tbody>
<tr>
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</tbody>
</table>
| 1–3  | - Communicates limited information relevant to the topics and questions  
      - Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
      - Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
      - Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | - Communicates brief information relevant to the topics and questions  
      - Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
      - Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
      - Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
      - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
      - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
      - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12| - Communicates information relevant to the topics and questions, with some extended sequences of speech  
      - Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
      - Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
      - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
Additional guidance

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
**Conversation: interaction and spontaneity – Foundation tier**

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</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question  
     - Short, undeveloped responses, many incomplete  
     - Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question  
     - Short responses, any development depends on teacher prompting  
     - Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
     - Occasionally able to initiate and develop responses independently but regular prompting needed  
     - Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12| - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
     - Sometimes able to initiate and develop the conversation independently, some prompting needed  
     - Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

**Additional guidance**

**Rephrasing/repair strategies**: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rehearsed language**: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
Conversation: linguistic knowledge and accuracy – Foundation tier

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| 1–3  | ● Uses straightforward, individual words/phrases; limited evidence of language manipulation  
      ● Limited accuracy, minimal success when referring to past, present and future events  
      ● Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6  | ● Uses straightforward, repetitive, grammatical structures  
      ● Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
      ● Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9  | ● Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      ● Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      ● Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12| ● Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      ● Generally accurate grammatical structures, generally successful references to past, present and future events  
      ● Generally coherent speech although errors occur that sometimes hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity**:  
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:  
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.  

**NB**: these are examples only and do not constitute a finite list.
**Assessment criteria for the Higher tier – Part 1**

**Role play – Higher tier (10 marks)**

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

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Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Sample Assessment Materials (SAMs) document.

**Additional guidance**

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

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</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary  
      - Some effective adaptation of language to describe, narrate and inform in response to the set questions  
      - Expresses opinions with occasional, brief justification  
      - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
      - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
      - Expresses opinions and gives justification with some development  
      - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
      - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
      - Expresses opinions effectively and gives justification which is mostly developed  
      - Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| - Responds to the set questions with consistently fluent and developed responses  
      - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
      - Expresses opinions with ease and gives fully-developed justification  
      - Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
### Picture-based task: linguistic knowledge and accuracy – Higher tier

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| 1–2      | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
          • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4      | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
          • Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6      | • Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
          • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8      | • Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
          • Responses are coherent, any errors do not hinder the clarity of the communication |

**Additional guidance**

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

<table>
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</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
    - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
    - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
    - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
    - Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
    - Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
    - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech  
    - Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions  
    - Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes  
    - Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
    - Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
    - Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
    - Pronunciation and intonation are consistently accurate and intelligible |
Additional guidance

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
Conversation: interaction and spontaneity – Higher tier

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<tbody>
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</table>
| 1–3  | ● Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
      ● Occasionally able to initiate and develop responses independently but regular prompting needed  
      ● Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6  | ● Responds spontaneously to some questions, interacting naturally for parts of the conversation  
      ● Sometimes able to initiate and develop the conversation independently, some prompting needed  
      ● Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9  | ● Responds to most questions spontaneously, resulting in mostly natural interaction  
      ● Mostly able to initiate and develop the conversation independently  
      ● Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12| ● Responds spontaneously and with ease to questions, resulting in natural interaction  
      ● Consistently able to initiate and develop the conversation independently  
      ● Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Additional guidance**

*Responds spontaneously:* gives a relevant, impromptu response based on what they have heard.

*Rephrasing/repair strategies* are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
**Conversation: linguistic knowledge and accuracy – Higher tier**

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<tbody>
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</table>
| 1–3  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      - Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      - Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | - Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      - Generally accurate grammatical structures, generally successful references to past, present and future events  
      - Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | - Manipulates a variety of grammatical structures, some variety of complex structures  
      - Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
      - Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| - Manipulates a wide variety of grammatical structures, frequent use of complex structures  
      - Consistently accurate grammatical structures, consistently successful references to past, present and future events  
      - Fully coherent speech; any errors do not hinder the clarity of the communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective.
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Paper 3: Reading and understanding in Italian

Content

Students are assessed on their understanding of written Italian across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Italian into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Italian into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in an Italian-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Italian language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

Assessment information

- The assessment time is:
  - Foundation tier – 45 minutes in length
  - Higher tier – 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
● Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
● Section B contains three questions set in Italian. The instructions to students are in Italian:
  o for the Foundation tier there are three multiple-response questions
  o for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
● Section C contains one translation passage from Italian into English. The instructions to students are in English.
● Four of the questions are common to both tiers.
● The use of dictionaries is not permitted.

Sample assessment materials
A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs) document.
**Paper 4: Writing in Italian**

**Content**

Students are assessed on their ability to communicate effectively through writing in Italian. Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

**Assessment information**

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Italian.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Italian.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Italian*.
- The instructions to students are all in Italian.
- The use of dictionaries is not permitted.
• **Foundation tier**
  o The assessment time is 1 hour and 10 minutes in length.
  o The paper consists of three open questions and one translation from English into Italian.
  o Students must answer all questions.
  o Question 1 assesses students on their ability to write to describe and to express opinions.
  o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*.
  o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*. This question is common to the Higher tier.
  o Question 4 is the translation question. Students are required to translate five sentences from English to Italian. The sentences are ordered by increasing level of difficulty.

• **Higher tier**
  o The assessment time is 1 hour and 20 minutes in length.
  o The paper consists of two questions and one translation from English into Italian.
  o Students must answer all questions.
  o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*. This question is common to the Foundation tier.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*.
  o Question 3 is the translation question. Students are required to translate a short paragraph from English into Italian. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**
A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Italian

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Some relevant, basic information without development  
     | - Uses language to inform, give short descriptions and express opinions with limited success  
     | - Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | - Mostly relevant information, minimal extra detail  
     | - Uses language to give short descriptions, simple information and opinions with variable success  
     | - Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | - Relevant information with occasional extra detail  
     | - Uses language to give short descriptions, simple information and opinions with some success  
     | - Uses small selection of common, familiar vocabulary and expression with little repetition |
### Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Produces simple, short sentences in isolation  
      - Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | - Produces simple, short sentences with little linking  
      - Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | - Produces simple sentences with some linking  
      - Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

### Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

**Errors that do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

**Errors that hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective.
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

**Errors that prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 2 – Foundation tier (16 marks)**

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:
- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see Additional guidance).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Limited information given likely to consist of single words and phrases  
     | - Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
     | - Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
     | - Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | - Some brief information given, basic points made without development  
     | - Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
     | - Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
     | - Occasional appropriate use of register and style |
| 5–6  | - Some relevant information given appropriate to the task, basic points made with little development  
     | - Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
     | - Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
     | - Mostly appropriate use of register and style, mostly sustained |
| 7–8  | - Relevant information given appropriate to the task, basic points made with some development  
     | - Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
     | - Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
     | - Appropriate use of register and style sustained |
Additional guidance

**Independently selected vocabulary and expression:** students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

**Register and style definition:** formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Repetitive use of minimal selection of straightforward grammatical structures  
      ● Produces individual words/set phrases  
      ● Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | ● Use of a restricted range of straightforward grammatical structures, frequent repetition  
      ● Produces simple, short sentences, which are not linked  
      ● Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | ● Uses straightforward grammatical structures, some repetition  
      ● Produces simple, short sentences; minimal linking  
      ● Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | ● Uses straightforward grammatical structures, occasional repetition  
      ● Produces predominantly simple sentences occasionally linked together  
      ● Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

### Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective.
- frequent errors hinder clarity as they will distract the reader from the content of the writing.
 Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
Question 3: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3 | ● Communicates brief information relevant to the task with little development  
● Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
● Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
● Variable use of appropriate register and style |
| 4–6 | ● Communicates information relevant to the task, with development of the occasional key point and idea  
● Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
● Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
● Appropriate use of register and style is evident but with inconsistencies |
| 7–9 | ● Communicates information relevant to the task, with development of some key points and ideas  
● Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
● Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
● Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12 | ● Communicates information relevant to the task with expansion of key points and ideas  
● Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
● Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
● Appropriate use of register and style throughout with minimal inconsistency |

Additional guidance

Creative language use – examples of creative language use are:

● using language to create an effect  
● using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes  
● using language to express thoughts, ideas, feelings and emotions  
● using language to inform and narrate ideas, thoughts and points of view to maintain interest  
● applying a variety of vocabulary and structures to maintain interest  
● using language effectively to achieve more complex purposes, for example to interest, to convince.
Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Uses straightforward grammatical structures, some repetition  
    | ● Produces brief, simple sentences, limited linking of sentences  
    | ● Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | ● Uses mostly straightforward grammatical structures, occasional repetition  
    | ● Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
    | ● Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | ● Different examples of straightforward grammatical structures are evident  
    | ● Produces some extended sentences that are linked with familiar, straightforward conjunctions  
    | ● Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | ● Some variation of grammatical structures, occasional complex structure  
    | ● Produces frequently extended sentences, well linked together  
    | ● Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.
Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  

**NB**: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
<tr>
<td>2</td>
<td>The meaning of the sentence is partially communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>The meaning of the sentence is fully communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
### Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
      - Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
      - Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
      - Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
      - Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
      - Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
      - Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
      - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      - Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      - Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
      - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      - Appropriate use of register and style throughout, with minimal inconsistency |

**Additional guidance**

**Creative language use**: examples of creative language use are:
- using language to create an effect  
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes  
- using language to express thoughts, ideas, feelings and emotions  
- using language to inform and narrate ideas, thoughts and points of view to maintain interest  
- applying a variety of vocabulary and structures to maintain interest  
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.
Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 1: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
- Produces brief, simple sentences, limited linking of sentences  
- Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
- Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
- Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
- Produces some extended sentences that are linked with familiar, straightforward conjunctions  
- Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
- Produces frequently extended sentences, well linked together  
- Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.
Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 2 – Higher tier (28 marks)**

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:

- **communication and content**
- **linguistic knowledge and accuracy**.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see Additional guidance).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | • Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
      • Some effective adaptation of language to narrate, inform, interest/convince  
      • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
      • Appropriate use of register and style with the occasional inconsistency |
| 5–8  | • Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
      • Frequently effective adaptation of language to narrate, inform, interest/convince  
      • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
      • Appropriate use of register and style with few inconsistencies |
| 9–12 | • Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
      • Mostly effective adaptation of language, to narrate, inform, interest/convince  
      • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
      • Predominantly appropriate use of register and style |
| 13–16| • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
      • Consistently effective adaptation of language to narrate, inform, interest/convince  
      • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
      • Consistent use of appropriate register and style throughout |
Additional guidance

**Creative use of language:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual thoughts, ideas and opinions:** this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition:** formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
|      | - Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
|      | - Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | - Some variation of grammatical structures, including some repetitive instances of complex language  
|      | - Prolonged sequences of fluent writing, some extended, well-linked sentences  
|      | - Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | - Uses a variety of grammatical structures including some different examples of complex language  
|      | - Predominantly fluent response; frequent extended sentences, mostly well linked  
|      | - Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| - Uses a wide variety of grammatical structures, including complex language  
|      | - Fluent response throughout with extended, well-linked sentences  
|      | - Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
**Question 3 – Higher tier (12 marks)**

**Translation mark grid and example response**

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference  
      • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6  | • The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated  
      • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9  | • The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated  
      • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12| • The meaning of the passage is fully communicated  
      • Consistently accurate language and structures, any errors do not hinder clarity |

**Additional guidance**

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment Objectives

Students must:

<table>
<thead>
<tr>
<th>AO1</th>
<th>Listening – understand and respond to different types of spoken language</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3</td>
<td>Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4</td>
<td>Writing – communicate in writing</td>
<td>25</td>
</tr>
</tbody>
</table>

Total 100%

Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>AO1 %</th>
<th>AO2 %</th>
<th>AO3 %</th>
<th>AO4 %</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Italian</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25%</td>
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<tr>
<td>Paper 2: Speaking in Italian</td>
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<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Italian</td>
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<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Italian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Total for GCSE</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Italian. For listening and reading, all student work must follow the instruction provided for the individual question.
**Access arrangements**

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

**Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

**Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

**Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
**Malpractice**

**Candidate malpractice**
Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

**Staff/centre malpractice**
Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at www.jcq.org.uk/exams-office/malpractice.

**Awarding and reporting**
This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

**Foundation and Higher tier**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
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<td>1.400</td>
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<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
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<td>70</td>
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<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
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<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.
The first certification opportunity for this qualification will be 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources. Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Italian. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Italian-speaking countries and their cultures.
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
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<tbody>
<tr>
<td>Appendix 1: Candidate speaking examination record form (CS2)</td>
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<td>Appendix 2: Grammar list</td>
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<td>Appendix 3: Vocabulary list</td>
<td>75</td>
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<tr>
<td>Appendix 4: The context for the development of this qualification</td>
<td>133</td>
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<tr>
<td>Appendix 5: Transferable skills</td>
<td>135</td>
</tr>
<tr>
<td>Appendix 6: Codes</td>
<td>136</td>
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</tbody>
</table>
# Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian</th>
<th>1IN0: 2F/2H* (*Please delete as appropriate)</th>
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<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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</table>

<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Italian grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R) only receptive knowledge is required.

Italian (Foundation tier)

Nouns:
- gender
- singular and plural forms, including common irregulars e.g. la mano, il cinema, il/la ciclista, la foto, gli uomini

Articles:
- definite and indefinite
- partitive

Adjectives:
- agreement
- position
- comparative and superlative: regular (più di, meno di, il più, il meno, tanto ... quanto, così ... come)
- demonstrative (questo, quello)
- indefinite: singular/plural usage (tutto, ogni, altro, qualche, alcuni)
- possessive, short and long forms
- interrogative (qual, quale, quali)
- use of di and che after comparatives
- ecco

Adverbs:
- formation
- comparative and superlative
- interrogative (come, quando)
- adverbs of time and place (oggi, domani, qui, qua)
- common adverbial phrases
- common expressions of quantity (abbastanza, mezzo, molto, poco, un po’, tanto, troppo, quanto, quarto)

Pronouns:
- subject, including si
- object: direct and indirect
- direct and indirect object after an infinitive or gerund (R)
- position and order of object pronouns (R)
- reflexive
- relative (che, cui) (quello che, il cui – (R))
- disjunctive/emphatic
- demonstrative (questo etc)
- indefinite (nessuno, niente, ogni, qualcuno, qualcosa, qualche, uno, ognuno)
- possessive (il mio etc – (R))
- interrogative (chi, che, cosa, che cosa, quanto/a, quanti/e)
- after ecco
- use of ci, vi (R)
Verbs:
- regular and irregular verbs, including reflexive verbs
- all persons of the verb, singular and plural
- negative forms
- interrogative forms
- modes of address (tu, voi, Lei)
- impersonal verbs (fa, bisogna)
- verbs followed by an infinitive, with or without a preposition
- tenses:
  - present
  - stare + gerund (R)
  - imperfect (avere, essere, stare, fare) (other common verbs (R))
  - immediate future (vengo subito, vado a fare la spesa)
  - future
  - perfect with avere, essere + agreement
  - conditional (vorrei + mi piacerebbe only)
  - pluperfect (R)
- imperative: common forms, including negative
- passive voice: present tense (R)
- gerund

Negatives:
non, non ... alcuno/a, non ancora, non ... che, non ... mai, non ... né ... né, non ... niente, non ... nessuno, non ... nulla, non ... più, non solo ... ma anche , neanche, nemmeno, niente, nessuno, mai

Prepositions:
- common prepositions eg a, da, di, in, su, con, entro, fra, per, senza, tra
- common compound prepositions eg vicino a, senza di, lontano da
- contracted forms of prepositions + definite article (a, da, di, in, su)
- use of da with present tense

Conjunctions:
- common coordinating conjunctions eg e/ed, ma, o (... o), oppure
- common subordinating conjunctions eg quando, perché, anche se, poiché, se

Number, quantity, dates and time:
- ordinal and cardinal numbers
- common quantities
- time and dates
**Italian (Higher tier)**

All grammar and structures listed for Foundation tier, as well as:

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

**Nouns:**
- less common irregulars e.g. il dito, la dita

**Adjectives:**
- common irregular comparative and superlative, including il migliore, il peggiore
- use of quello and bello before a noun

**Adverbs:**
- common irregular comparative and superlative, including meglio, peggio

**Pronouns:**
- use of ci, ne
- combinations of direct and indirect pronouns and their modifications
- position and order of object pronouns
- impersonal use of *si* (*si fanno i compiti*)
- use of plural adjectives after *si*
- direct and indirect object after an infinitive or gerund
- relative: *il quale, il cui, quello che*
- possessive (*il mio* etc)
- less common indefinite e.g. ciascuno, parecchi, qualsiasi, qualunque

**Verbs:**
- dependent infinitives (*far vedere*)
- perfect infinitive e.g. after *dopo*
- impersonal constructions (*si dice, si crede*)
- tenses:
  - *stare* + gerund
  - imperfect
  - future
  - conditional
  - pluperfect
  - future perfect (R)
  - conditional perfect (R)
- passive voice
- subjunctive mood: present, in commonly used expressions; past (R)

**Prepositions:**
- use of *da* with imperfect tense
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation tier assessments.

Word lists

Section 1: High-frequency language
Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Areas/mountains/seas
Useful acronyms
Social conventions
Language used in dialogue and messages
Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in bold.

All topics must be studied in the context of both the student’s home country and that of countries and communities where Italian is spoken.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to accept               accettare

to accompany           accompagnare

to add                 aggiungere

to advise              consigliare

to allow               permettere

to answer/to reply     rispondere

to apply               rivolgersi, fare domanda

to argue               litigare

to arrive              arrivare

to ask                 chiedere/domandare

to ask a question      fare una domanda

to avoid               evitare

to bath, to bathe      fare il bagno

to be                  essere

to be able to          potere, essere capace di

to be about to (do)    stare per (fare)

to be born             nascere

to be called           chiamarsi

to be careful          stare attento/fare attenzione

to be hot/cold         avere caldo/freddo

to be hungry           avere fame

to be in a hurry       avere fretta

to be interested in    interessarsi a/essere interessato a

to be keen to          avere voglia di, non vedere l'ora di

to be located          trovarsi/essere situato

to be lucky            essere fortunato/avere fortuna

to be sleepy           avere sonno

to be successful       avere successo, riuscire

to be thirsty          avere sete

to borrow              prendere in prestito/prestare

to break               rompere

to bring               portare

to brush (teeth, hair) spazzolarsi (i denti, i capelli)

to buy                 comprare

to call                chiamare

to cancel              cancellare

to carry               portare

to change              cambiare

to chat                chiacchierare

to check               controllare

to choose              scegliere

to clean               pulire

to click               cliccare/fare clic

to climb/go up         salire, arrampicarsi

to close               chiudere

to collide/to crash    scontrarsi

to come                venire

to complain            reclamare, lamentarsi
## Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to contact</td>
<td>contattare</td>
</tr>
<tr>
<td>to continue/carry on</td>
<td>continuare</td>
</tr>
<tr>
<td>to convince</td>
<td>convincere</td>
</tr>
<tr>
<td>to copy</td>
<td>copiare</td>
</tr>
<tr>
<td>to cost</td>
<td>costare</td>
</tr>
<tr>
<td>to count</td>
<td>contare</td>
</tr>
<tr>
<td>to cross, go across</td>
<td>attraversare</td>
</tr>
<tr>
<td>to cry</td>
<td>piangere</td>
</tr>
<tr>
<td>to dance</td>
<td>ballare</td>
</tr>
<tr>
<td>to decide</td>
<td>decidere</td>
</tr>
<tr>
<td>to describe</td>
<td>descrivere</td>
</tr>
<tr>
<td>to deserve</td>
<td>meritare</td>
</tr>
<tr>
<td>to die</td>
<td>morire</td>
</tr>
<tr>
<td>to discuss</td>
<td>discutere</td>
</tr>
<tr>
<td>to dismiss</td>
<td>licenziare</td>
</tr>
<tr>
<td>to do the vacuum cleaning</td>
<td>passare l’aspirapolvere</td>
</tr>
<tr>
<td>to do the washing up</td>
<td>lavare i piatti</td>
</tr>
<tr>
<td>to do, to make</td>
<td>fare</td>
</tr>
<tr>
<td>to download (music)</td>
<td>scaricare</td>
</tr>
<tr>
<td>to draw</td>
<td>disegnare</td>
</tr>
<tr>
<td>to dress</td>
<td>vestirsi</td>
</tr>
<tr>
<td>to drink</td>
<td>bere</td>
</tr>
<tr>
<td>to drive</td>
<td>guidare</td>
</tr>
<tr>
<td>to earn</td>
<td>guadagnare</td>
</tr>
<tr>
<td>to eat</td>
<td>mangiare</td>
</tr>
<tr>
<td>to enjoy oneself</td>
<td>divertirsi</td>
</tr>
<tr>
<td>to enter/go in</td>
<td>entrare</td>
</tr>
<tr>
<td>to escape</td>
<td>scappare/fuggire</td>
</tr>
<tr>
<td>to explain</td>
<td>spiegare</td>
</tr>
<tr>
<td>to express</td>
<td>esprimere</td>
</tr>
<tr>
<td>to fail (an exam)</td>
<td>essere bocciato (in un esame)</td>
</tr>
<tr>
<td>to fall</td>
<td>cadere</td>
</tr>
<tr>
<td>to fall asleep</td>
<td>Addormentarsi</td>
</tr>
<tr>
<td>to feed, nourish</td>
<td>dar da mangiare, nutrire</td>
</tr>
<tr>
<td>to feel</td>
<td>sentire/sentirsi</td>
</tr>
<tr>
<td>to fill</td>
<td>riempire</td>
</tr>
<tr>
<td>to fill out (a form)</td>
<td>riempire (un modulo)</td>
</tr>
<tr>
<td>to find</td>
<td>trovare</td>
</tr>
<tr>
<td>to finish, end</td>
<td>finire, terminare</td>
</tr>
<tr>
<td>to fly</td>
<td>volare</td>
</tr>
<tr>
<td>to follow</td>
<td>seguire</td>
</tr>
<tr>
<td>to forget</td>
<td>dimenticare/dimenticarsi</td>
</tr>
<tr>
<td>to forgive</td>
<td>perdonare</td>
</tr>
<tr>
<td>to get a good/bad mark</td>
<td>prendere un bel/brutto voto</td>
</tr>
<tr>
<td>to get angry</td>
<td>arrabbiarsi</td>
</tr>
<tr>
<td>to get dressed</td>
<td>vestirsi</td>
</tr>
<tr>
<td>to get dressed</td>
<td>vestirsi</td>
</tr>
<tr>
<td>to get on well with</td>
<td>andare d’accordo con</td>
</tr>
<tr>
<td>to get undressed</td>
<td>svestirsi, spogliarsi</td>
</tr>
<tr>
<td>to get up</td>
<td>alzarsi</td>
</tr>
<tr>
<td>to give</td>
<td>dare</td>
</tr>
</tbody>
</table>
Common verbs (cont)

- to give a gift: fare un regalo
- to give back: restituire
- to go: andare
- to go down, get out of (bus, car, train): scendere (da)
- to go for a walk: fare una passeggiata
- to go out: uscire
- to go shopping: andare a fare shopping/fare compere
- to go to bed: andare a letto
- to go up, get onto (bus, car, train): salire (su)
- to harm/damage: fare male a/danneggiare
- to hate: odiare, detestare
- to have: avere
- to have breakfast: fare colazione
- to have dinner: cenare
- to have lunch: pranzare
- to have to/must: dovere
- to hear: sentire
- to help: aiutare
- to hold: tenere
- to hope: sperare
- to hurry: sbrigarsi
- to hurt (oneself): farsi male
- to imagine: immaginare
- to improve: migliorare
- to include: includere
- to inform: informare
- to introduce, to present (a person): presentare
- to interest: interessare
- to invite: invitare
- to iron: stirare
- to jump: saltare
- to justify: giustificare
- to knock, hit: bussare (alla porta), colpire
- to know (a fact): sapere
- to know (person, place): conoscere
- to land: atterrare
- to last: durare
- to laugh: ridere
- to lay/to clear the table: apparecchiare/sparecchiare (la tavola)
- to learn: imparare, apprendere
- to leave (an object): lasciare
- to leave, to depart: partire
- to lend: prestare/dare in prestito
- to light, turn on: accendere
- to like, to please: piacere
- to listen: ascoltare
- to live: vivere
- to live (inhabit): abitare
- to look after/mind (child, dog): prendersi cura di, occuparsi
- to look for: cercare
- to look like, to resemble: assomigliare
Common verbs (cont)

to lose
perdere

to love
amare

to make a mistake
fare un errore, sbagliare

to manage (business)
dirigere, gestire

to mean/to signify
significare/volere dire

to meet
incontrare

to miss (train, bus etc)
perdere

to miss, to be lacking
mancare

to need
avere bisogno di

to note
notare, rendersi conto

to offer
offrire

to open
aprire

to order
ordinare

to organise
organizzare

to park
parcheggiare

to pass (an exam)
passare/superare un esame

to persuade
persuadere

to phone
telefonare

to play (game, sport)
giocare

to play (musical instrument)
suonare

to prefer
preferire

to prevent
impedire

to produce
produrre

to pull
tirare

to push
spingere

to put
mettere

to put on make up
truccarsi

to rain
piovere

to read
leggere

to realise
rendersi conto, accorgersi

to receive
ricevere

to recommend
raccomandare, consigliare

to refund
rimborsare

to regret, be sorry
dispiacersi

to remember
ricordare/ricordarsi

to rent/to hire
affittare/noleggiare

to repair
riparare

to repeat
ripetere

to replace
sostituire

to reserve/to book
prenotare

to rest
riposarsi

to return, to go back
tornare/ritornare

to revise
ripassare

to ride a bicycle/a horse
andare in bicicletta/a cavallo

to ring
chiamare (al telefono), suonare

to run
correre

to save
salvare, conservare

to save (money)
risparmiare

to say, to tell
dire

to see
vedere

to seem
sembrare

to sell
vendere
Common verbs (cont)

- to send: mandare, inviare
- to serve: servire
- to show: mostrare, far vedere
- to sign: firmare
- to sing: cantare
- to sit down: sedersi
- to skate: pattinare
- to sleep: dormire
- to smile: sorridere
- to smoke: fumare
- to snow: nevicare
- to speak: parlare
- to spend (money): spendere
- to spend (time): passare
- to start/to begin: cominciare/iniziare
- to stay/to remain: stare, restare, rimanere
- to steal: rubare
- to stop: fermare
- to stop, to quit: smettere
- to study: studiare
- to succeed: riuscire, avere successo
- to sunbathe: prendere il sole
- to surf the internet: navigare su internet
- to swim: nuotare
- to switch off: spegnere
- to take: prendere
- to take off (plane): decollare
- to take photographs: fare fotografie
- to tell/recount: raccontare
- to thank: ringraziare
- to think, believe: pensare, credere
- to throw: tirare
- to touch: toccare
- to travel: viaggiare
- to try: cercare, provare
- to try on: provare
- to turn: girare
- to understand: capire
- to use: usare
- to visit (a person): andare a trovare
- to visit (a place): visitare
- to wait for: aspettare
- to wake up: svegliarsi
- to walk: camminare
- to want: volere
- to wash, to wash (oneself): lavare, lavarsi
- to wear: indossare
- to weigh: pesare
- to win: vincere
- to wish: desiderare
- to work: lavorare
Common verbs (cont)

to work (function)  funzionare

to worry  preoccuparsi

to write  scrivere

Common adjectives

active  attivo/a

alike, similar  simile

all  tutto/a

angry  arrabbiato/a

awful  orribile

beautiful  bello/a

big  grande

boring  noioso/a

brave  coraggioso/a

broken  rotto/a

clean  pulito/a

close (nearby)  vicino/a

closed  chiuso/a

comfortable  comodo/a

delicious  delizioso/a

difficult  difficile

dirty  sporco/a

disgusting  disgustoso/a, schifoso/a

easy  facile

expensive  caro/a, costoso/a

exciting  eccitante

fabulous  favoloso/a

fair  giusto/a

false  falso/a

famous  famoso/a

fantastic  fantastico/a

fashionable  alla moda/di moda

fast  veloce, rapido/a

fat  grasso/a

favourite  preferito/a

flexible  flessibile

free (at no cost)  gratuito/a, gratis

free (unoccupied, available)  libero/a, disponibile

friendly  amichevole

frightening  spaventoso/a

full  pieno/a

funny/entertaining/amusing  divertente

funny (comical)  buffo/a, comico/a

generous  generoso/a

good  buono/a

good (well-behaved, good at something)  bravo/a

grateful  grato/a

great  grande

great (marvellous)  stupendo/a, fantastico/a

happy, cheerful  felice, allegro/a

hard  duro/a
Common adjectives (cont)

- hardworking: diligent
- healthy: sano/a
- heavy: pesante
- high, tall: alto/a
- honest: onesto/a
- hot: caldo/a
- ideal: ideale
- in a good mood: di buon umore
- in a hurry: di fretta
- independent: indipendente
- intelligent, clever: intelligente
- kind: gentile
- large: grande
- last/latest: ultimo/a
- lazy: pigro/a
- light: leggero/a
- long: lungo/a
- lost: perduto/a, smarrito/a
- magnificent: magnifico/a
- marvellous: meraviglioso/a
- mature: maturo/a
- modern: moderno/a
- narrow: stretto/a
- naughty: cattivo/a
- negative: negativo/a
- new: nuovo/a
- next: prossimo/a
- nice, likeable (person): simpatico/a
- noisy: rumoroso/a
- normal: normale
- numerous: numeroso/a
- old: vecchio/a, (grande)
- old (former): ex
- old fashioned: antiquato/a, fuori moda
- open: aperto/a
- optimistic: ottimista
- other: altro/a
- own: proprio/a
- (im)patient: (im)paziente
- peaceful: calmo/a, tranquillo/a
- perfect: perfetto/a
- pessimistic: pessimista
- pleased: contento/a
- pleasant: piacevole
- (im)polite: (im)educato/a
- popular: popolare
- positive: positivo/a
- practical: pratico/a
- pretty: carino/a
- quiet: tranquillo/a, silenzioso/a
### Common adjectives (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>ready</td>
<td>pronto/a</td>
</tr>
<tr>
<td>real</td>
<td>reale</td>
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<tr>
<td>recent</td>
<td>recente</td>
</tr>
<tr>
<td>responsible</td>
<td>responsabile</td>
</tr>
<tr>
<td>rich</td>
<td>ricco/a</td>
</tr>
<tr>
<td>ridiculous</td>
<td>ridicolo/a</td>
</tr>
<tr>
<td>ripe</td>
<td>maturo/a</td>
</tr>
<tr>
<td>rotten</td>
<td>marcio/a</td>
</tr>
<tr>
<td>sad</td>
<td>triste</td>
</tr>
<tr>
<td>safe</td>
<td>sicuro/a</td>
</tr>
<tr>
<td>same</td>
<td>stesso/a</td>
</tr>
<tr>
<td>satisfied</td>
<td>soddisfatto/a</td>
</tr>
<tr>
<td>selfish</td>
<td>egoista</td>
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<tr>
<td>sensational</td>
<td>sensazionale</td>
</tr>
<tr>
<td>serious</td>
<td>serio/a</td>
</tr>
<tr>
<td>short</td>
<td>corto/a, basso/a (persona)</td>
</tr>
<tr>
<td>shy</td>
<td>timido/a</td>
</tr>
<tr>
<td>silent</td>
<td>silenzioso/a</td>
</tr>
<tr>
<td>silly, stupid</td>
<td>stupido/a, sciocco/a</td>
</tr>
<tr>
<td>slim</td>
<td>snello/a</td>
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<tr>
<td>small</td>
<td>piccolo/a</td>
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<tr>
<td>strict</td>
<td>severo/a</td>
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<tr>
<td>strong</td>
<td>forte</td>
</tr>
<tr>
<td>superb</td>
<td>superbo/a</td>
</tr>
<tr>
<td>surprised</td>
<td>sorpreso/a</td>
</tr>
<tr>
<td>talkative</td>
<td>chiacchierone/a</td>
</tr>
<tr>
<td>thin (person)</td>
<td>magro/a</td>
</tr>
<tr>
<td>tidy</td>
<td>ordinato/a</td>
</tr>
<tr>
<td>tired</td>
<td>stanco/a</td>
</tr>
<tr>
<td>tiring</td>
<td>faticoso/a, stancante</td>
</tr>
<tr>
<td>traditional</td>
<td>tradizionale</td>
</tr>
<tr>
<td>true</td>
<td>vero/a</td>
</tr>
<tr>
<td>typical</td>
<td>tipico/a</td>
</tr>
<tr>
<td>ugly</td>
<td>brutto/a</td>
</tr>
<tr>
<td>unbelievable</td>
<td>incredibile</td>
</tr>
<tr>
<td>unfair</td>
<td>ingiusto/a</td>
</tr>
<tr>
<td>unhappy</td>
<td>triste, infelice</td>
</tr>
<tr>
<td>unhealthy</td>
<td>non sano/a, dannoso/a</td>
</tr>
<tr>
<td>unpleasant (person)</td>
<td>antipatico/a</td>
</tr>
<tr>
<td>useful</td>
<td>utile</td>
</tr>
<tr>
<td>useless</td>
<td>inutile</td>
</tr>
<tr>
<td>valid</td>
<td>valido/a</td>
</tr>
<tr>
<td>valuable</td>
<td>prezioso/a, di valore</td>
</tr>
<tr>
<td>weak</td>
<td>debole</td>
</tr>
<tr>
<td>worried</td>
<td>preoccupato/a</td>
</tr>
<tr>
<td>young</td>
<td>giovane</td>
</tr>
<tr>
<td>Common adverbs</td>
<td>Italian Equivalent</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>(for) a long time</td>
<td>per molto tempo, a lungo</td>
</tr>
<tr>
<td>fortunately</td>
<td>fortunatamente, per fortuna</td>
</tr>
<tr>
<td>again</td>
<td>ancora, di nuovo</td>
</tr>
<tr>
<td>almost</td>
<td>quasi</td>
</tr>
<tr>
<td>already</td>
<td>già</td>
</tr>
<tr>
<td>also/too</td>
<td>anche</td>
</tr>
<tr>
<td>always</td>
<td>sempre</td>
</tr>
<tr>
<td>badly</td>
<td>male</td>
</tr>
<tr>
<td>below (under)</td>
<td>sotto</td>
</tr>
<tr>
<td>especially</td>
<td>specialmente, particolarmente</td>
</tr>
<tr>
<td>everywhere</td>
<td>dappertutto, ovunque</td>
</tr>
<tr>
<td>fairly, quite</td>
<td>abbastanza</td>
</tr>
<tr>
<td>generally</td>
<td>in generale/generalmente</td>
</tr>
<tr>
<td>here</td>
<td>qui/qua</td>
</tr>
<tr>
<td>immediately</td>
<td>immediatamente</td>
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<tr>
<td>never</td>
<td>(non) mai</td>
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<tr>
<td>nowhere</td>
<td>da nessuna parte</td>
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<tr>
<td>often</td>
<td>spesso</td>
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<tr>
<td>over there</td>
<td>laggiù</td>
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<td>perhaps</td>
<td>forse</td>
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<td>quickly</td>
<td>rapidamente</td>
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<td>immediatamente, subito</td>
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<td>là, lì</td>
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<td>insieme</td>
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<td>too (adjective)</td>
<td>troppo</td>
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<td>molto</td>
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Prepositions
about, approximately                     su/di/riguardo a, circa
according to                             secondo
above                                     sopra
after                                     dopo
against                                   contro
among                                     tra/fra
around                                    intorno (a)
at (someone’s house)                     a (casa di qn)
at the end of                             alla fine di
at, to                                    a, in
before                                    prima
behind                                    dietro (a)
between                                   tra/fra
during                                    durante
except                                     tranne, eccetto
far (from)                                lontano (da)
for, in order to                           per
dal (di)
in                                        in, a
din front of                               davanti a
in the middle (of)                        nel mezzo (di)
inside                                    dentro, all'interno di
near                                      vicino (a)
near to                                   accanto (a), di fianco (a)
on                                        su (sopra a)
on the corner of                           all'angolo di
opposite                                   di fronte a
outside/out of                            fuori (da)
through                                   attraverso, per
towards                                    verso
under                                      sotto
until                                      fino a

Colours
black                                      nero/a
blue                                       azzurro/a
brown                                      marrone
colour                                     colore
chestnut brown                             castano/a
dark (hair, skin, colour)                scuro/a
green                                      verde
grey                                       grigio/a
light                                      chiaro/a
navy-blue                                  blu
pink                                       rosa
orange                                     arancione
red                                        rosso/a
violet                                     viola
white                                      bianco/a
yellow                                     giallo/a
### Numbers

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</tr>
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<td>10000</td>
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<tr>
<td>2.000.000</td>
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**Ordinal numbers**

first  
second  
third  
fourth  
fifth  
sixth  
seventh  
eighth  
ninth  
tenth  
 eleventh  
twelfth (etc.)  
twenty first

**Quantities and measures**

a bottle (of)  
a box (of)  
a dozen  
a jar (of)  
a kilo (of)  
a litre (of)  
a little (of)  
a packet (of)  
a part (of)  
a piece (of)  
a quarter (of)  
a slice (of)  
a third (of)  
centi litre  
centimetre  
enough  
exactly  
gramme  
half  
kilogram  
kilometre  
less  
litre  
maximum  
metre  
minimum  
more  
much/many, a lot of  
nothing  
only  
quantity  
several  
some  
tin, box (of)  
too much, too many  
weight
Some useful connecting words

according to
also
and
because
because of
before
but
even if, though
finally
first of all
however
if
in order to
nevertheless
Or
perhaps
since
so
then
therefore
after
afternoon, in the afternoon
ago
already
always
as soon as
at the same time
at the start
before
day

time expressions

during/for
eyear
evening
every day
fortnight
from
from time to time
last (i.e. last year)
last night (during the night)
last night (yesterday evening)
later
later
midday
midnight
minute
morning, in the morning
next
night, at night
Time expressions (cont)

now
on time
once
since
soon
straightaway, immediately
the day after tomorrow
the day before yesterday
the next day
the night before, eve
time
today
tomorrow
twice
week
Weekend
year
yesterday

Times of day

a quarter past
a quarter to
at one o'clock
at two o'clock, etc.
five past, etc.
five to, etc.
half past
hour
in the afternoon (pm)
in the evening (pm)
in the morning (am)
it’s one o’clock
it’s two o’clock, etc.
midday, noon
midnight
minute
second

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
(on) Monday morning
(on) Monday afternoon
(on) Monday evening
on Mondays
every Monday

ora, adesso
puntuale, in orario
una volta
da
presto
subito, immediatamente
dopodomani
l’altro ieri
il giorno dopo
la notte prima, la vigilia
tempo, ora
oggi
domani
due volte
settimana
fine settimana, weekend
anno (m)
ieri

e un quarto
meno un quarto
all’una
alle due etc.
e cique, etc.
meno cinque, etc.
e mezzo/e mezza
ora
del pomeriggio
di sera
del mattino
è l’una
sono le due, etc.
mezzogiorno
mezzanotte
minuto (m)
secondo (m)
lunedì
martedì
mercoledì
giovedì
venerdì
sabato
domenica
lunedì mattina
lunedì pomeriggio
lunedì sera
al/il lunedì
ogni lunedì, tutti i lunedì
**Months and seasons of the year**

**month**
- mese (m)

**January**
- gennaio

**February**
- febbraio

**March**
- marzo

**April**
- aprile

**May**
- maggio

**June**
- giugno

**July**
- luglio

**August**
- agosto

**September**
- settembre

**October**
- ottobre

**November**
- novembre

**December**
- dicembre

**season**
- stagione

**(in) autumn**
- (in) autunno (m)

**(in) spring**
- (in) primavera

**(in) summer**
- (in/d’) estate

**(in) winter**
- (in/d’) inverno (m)

**Question words**

**at what time?**
- a che ora?

**how much, how many?**
- quanto?/quanta?, quanti/quante?

**how?**
- come?

**what colour?**
- che colore?

**what/which?**
- che/quale?

**what?**
- che cosa?

**when?**
- quando?

**where?**
- dove?

**which one (s)?**
- quale (quali)?

**who?**
- chi?

**why?**
- perché?

**Other useful expressions**

**all the better**
- tanto meglio

**good luck**
- buona fortuna

**here you are/here it is**
- ecco

**how do you spell that?**
- come si scrive?

**I don’t know**
- non (lo) so

**I don’t mind**
- non importa

**I don’t understand**
- non capisco

**I like it**
- mi piace, mi piacciono

**I’m fine**
- sto bene

**in my opinion**
- secondo me

**it annoys me**
- mi dà fastidio, mi irrita

**it depends**
- dipende

**it doesn’t matter**
- non importa

**it’s all the same to me**
- per me è lo stesso

**it’s not worth it**
- non ne vale la pena

**of course**
- naturalmente

**ok (I agree)**
- ok, d’accordo
Other useful expressions (cont)

once again
personally
so, so
thank you
that’s enough
there is/are
what a shame
what does that mean?
with pleasure

ancora una volta
personalmente
cosi cosi
grazie
basta/basta cosi
c’è, ci sono
(che) peccato
cosa significa?, che cosa vuol dire?
con piacere, volentieri

Other high-frequency words

as, like
everybody, all
except
figure (number)
for example
Miss
Mr (also Sir)
Mrs (also Madam)
no
not
number
phone number
reader
shape
someone
something
that/those
ting
this/these
time (i.e. once)
type/kind/sort
way (manner)
with
without
yes

come
ognuno, tutti
tranne, eccetto
sifra (f)
per/ad esempio
Signorina (Sig.na) (f)
Signor (Sig.) (m)
Signora (Sig.ra) (f)
no
non
numero (m)
numero di telefono (m)
lettore (m) lettrice (f)
forma (f)
qualcuno
qualscossa
quello/quella/quelli/quelle
cosa (f)
questo/questa/questi/queste
volta (f)
tipo (m), specie (f)
modo (m), maniera (f)
con
senza
si

Countries

Austria
Belgium
Canada
China
Denmark
England
France
Germany
Great Britain
Greece
Holland
India
Ireland

Austria (f)
Belgio (m)
Canada(m)
Cina (f)
Danimarcia (f)
Inghilterra (f)
Francia (f)
Germania (f)
Gran Bretagna (f)
Grecia (f)
Olanda (f)
India (f)
Irlanda (f)
### Countries (cont)

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<td>Italia (f)</td>
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<tr>
<td>Netherlands</td>
<td>Paesi Bassi (mpl)</td>
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<td>Russia</td>
<td>Russia (f)</td>
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<td>Scotland</td>
<td>Scozia (f)</td>
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<td>Regno Unito (m)</td>
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<td>United States</td>
<td>Stati Uniti (mpl)</td>
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<td>Galles (m)</td>
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### Continents

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<td>North America</td>
<td>America del Nord (f)</td>
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<td>South America</td>
<td>America del Sud (f)</td>
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### Nationalities

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Areas/mountains/seas
Adriatic Sea
Ionian Sea
Mediterranean Sea
province
region
Sardinia
Sicily
the Alps
the Apennines (mountains)
the English Channel
Tyrrenian Sea
Mar Adriatico (m)
Mar Ionio (m)
Mar Mediterraneo (m)
provincia (f)
regione (f)
Sardegna (f)
Sicilia (f)
Alpi (mpl)
Appennini (mpl)
il canale della Manica (m)
Mar Tirreno (m)

Useful acronyms
European Union
high speed train
Italian national railway company
Italian national statistics institute
Italian public TV and radio channels
postcode
United Nations Organization
UE (Unione Europea)
TAV (Treno ad alta velocità)
FS (Ferrovie dello Stato)
ISTAT (Istituto nazionale di statistica)
RAI (Radiotelevisione italiana)
CAP (Codice di avviamento postale)
ONU (Organizzazione delle Nazioni Unite)

Social conventions
best wishes
don't mention it
enjoy yourself/yourselves!
good evening
goodbye
goodnight
have a good journey
have a good day/evening
hello (on the telephone)
hello, good morning
help!
hi
I beg your pardon? Pardon?
It's a pleasure
no thank you
of course
please
see you later
see you soon
see you tomorrow
sorry (apology)
(I'm) sorry
thank you (very much)
tanti auguri
prego
buon divertimento!
buonasera
arrivederci, arriverda
buonanotte
buon viaggio
buona giornata/serata
pronto
ciao, buongiorno
aiuto!
ciao
scusa?/scusi?, come?
è un piacere
no, grazie
certo, naturalmente
per favore, per piacere
ci vediamo più tardi
a presto!
a domani, ci vediamo domani
scusa/scusi
mi dispiace
(molte) grazie
Language used in dialogues and messages

address  indirizzo (m)
area code prefisso (telefonico) (m)
call me (informal/formal) chiamami/mi chiami
dear Sir/Madam Egregio Signore / Gentile Signora
dial the number fare il numero
e-mail email (f), posta elettronica (f)
for the attention of alla cortese attenzione di
further to-following a seguito di/con riferimento a
following seguente
I will put you through te lo/la passo, glielo/gliela passo
I'll be right back torna subito
I'm listening sto ascoltando
message messaggio (m)
mobile phone cellulare (m), telefonino (m)
moment momento (m), attimo (m)
on the line/speaking in linea
please repeat that puoi/può ripetere?
point punto
postcode codice postale (CAP) (m)
receiver (telephone) ricevitore (m)
sent by inviato da
stay on the line resta/resti in linea
telephone telefono (m)
text message SMS, messaggio (m)
tone tono (m)
voice mail segreteria telefonica (f)
wait attenda
wrong number numero sbagliato (m)
yours sincerely cordiali saluti (m pl)
Section 2 – Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

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<td>apricot</td>
<td>albicocca (f)</td>
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<td>banana</td>
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</tr>
<tr>
<td>bean</td>
<td>fagiolio (m)</td>
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<td>beef</td>
<td>manzo (m)</td>
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<tr>
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<td>birra (f)</td>
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<tr>
<td>bill</td>
<td>conto (m)</td>
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<td>cereals</td>
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<tr>
<td>champagne</td>
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<tr>
<td>cheese</td>
<td>formaggio (m)</td>
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<td>cherry</td>
<td>ciliegia (f)</td>
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<tr>
<td>chicken</td>
<td>pollo (m)</td>
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<tr>
<td>chips</td>
<td>patatine (fpl)</td>
</tr>
<tr>
<td>chocolate</td>
<td>cioccolato (m)</td>
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<tr>
<td>choice</td>
<td>scelta (f)</td>
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<tr>
<td>chop (e.g. pork/lamb)</td>
<td>braciola (es. maiale), costoletta (es.agnello)</td>
</tr>
<tr>
<td>cider</td>
<td>sidro (m)</td>
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<tr>
<td>closed (on Mondays)</td>
<td>chiuso/a (il lunedì)</td>
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<tr>
<td>cocoa</td>
<td>cacao (m)</td>
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<tr>
<td>coffee</td>
<td>caffe (m)</td>
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<tr>
<td>cold sliced meat (e.g. salami)</td>
<td>salumi (mpl)</td>
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<tr>
<td>cooked, boiled</td>
<td>cotto/a, bollito/a</td>
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<tr>
<td>cream</td>
<td>panna (f)</td>
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<tr>
<td>crisps</td>
<td>patatine fritte (fpl)</td>
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<td>cucumber</td>
<td>cetriolo (m)</td>
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<tr>
<td>cup</td>
<td>tazza (f)</td>
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<tr>
<td>customer</td>
<td>cliente (m/f)</td>
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<tr>
<td>delicious</td>
<td>delizioso/a</td>
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<tr>
<td>dessert</td>
<td>dessert (m), dolce (m)</td>
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### Foundation tier (cont)

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<thead>
<tr>
<th>English</th>
<th>Italian</th>
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<tbody>
<tr>
<td>dining room</td>
<td>sala da pranzo (f)</td>
</tr>
<tr>
<td>dish of the day</td>
<td>piatto del giorno (m)</td>
</tr>
<tr>
<td>drink</td>
<td>bibita (f), bevanda (f)</td>
</tr>
<tr>
<td>egg</td>
<td>uovo (m) pl le uova (fpl)</td>
</tr>
<tr>
<td>enjoy your meal!</td>
<td>buon appetito!</td>
</tr>
<tr>
<td>euro</td>
<td>euro (m)</td>
</tr>
<tr>
<td>evening meal, dinner</td>
<td>cena (f)</td>
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<tr>
<td>first course</td>
<td>primo (m)</td>
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<tr>
<td>fish</td>
<td>pesce (m)</td>
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<td>fixed price menu</td>
<td>menù a prezzo fisso (m)</td>
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<tr>
<td>food</td>
<td>cibo (m), alimento (m)</td>
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<td>food and drink</td>
<td>cibo (m) e bevande (fpl), generi alimentari (mpl)</td>
</tr>
<tr>
<td>food shopping</td>
<td>spesa (f)</td>
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<tr>
<td>fork</td>
<td>forchetta (f)</td>
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<td>fruit</td>
<td>frutto (m)</td>
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<td>fruit juice</td>
<td>succo di frutta (m)</td>
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<td>fruit pie</td>
<td>torta alla frutta (f)</td>
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<td>bicchiere (m)</td>
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<td>pompelmo (m)</td>
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<td>uva (f)</td>
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<td>gravy, sauce</td>
<td>sugo (m), salsa (f)</td>
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<td>green beans</td>
<td>fagiolini (mpl)</td>
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<td>cioccolata calda (f)</td>
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<td>gelato (m)</td>
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<td>ice cream parlour</td>
<td>gelateria (f)</td>
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<td>inn (traditional)</td>
<td>trattoria (f)</td>
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<td>jam</td>
<td>marmellata (f)</td>
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<td>jar</td>
<td>vasetto (m), barattolo (m)</td>
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<td>lamb</td>
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<td>limone (m)</td>
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<td>lemonade</td>
<td>limonata (f)</td>
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<td>lettuce, salad</td>
<td>lattuga (f), insalata (f)</td>
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<td>main course</td>
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<td>meatball</td>
<td>polpetta (di carne) (f)</td>
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<td>mince</td>
<td>carne trita (f)</td>
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<td>mineral water</td>
<td>acqua minerale (f)</td>
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<td>mixed</td>
<td>misto/a</td>
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<td>English</td>
<td>Italian</td>
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<tr>
<td>Money</td>
<td>soldi (mpl), denaro (m)</td>
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<td>mushroom</td>
<td>fungo (m)</td>
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<td>mustard</td>
<td>senape (f)</td>
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<td>tovagliolo (m)</td>
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<td>olio (m)</td>
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<td>omelette</td>
<td>omelette (f), frittata (f)</td>
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<td>cipolla (f)</td>
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<td>pesca (f)</td>
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<td>pepper (vegetable)</td>
<td>peperone (m)</td>
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<td>pineapple</td>
<td>ananas (m)</td>
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<tr>
<td>pizza</td>
<td>pizza (f)</td>
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<tr>
<td>pizzeria, pizza restaurant</td>
<td>pizzeria (f)</td>
</tr>
<tr>
<td>place setting, cover charge</td>
<td>coperto (m)</td>
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<tr>
<td>plate</td>
<td>piatto (m)</td>
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<tr>
<td>plum</td>
<td>prugna (f), susina (f)</td>
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<td>pork</td>
<td>maiale (m)</td>
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<tr>
<td>portion</td>
<td>porzione (f)</td>
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<tr>
<td>pot of coffee, tea</td>
<td>caffettiera (f), teiera (f)</td>
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<td>potato</td>
<td>patata (f)</td>
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<tr>
<td>prepared food/ready meal</td>
<td>piatto pronto (m), cibo pronto (m)</td>
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<td>raspberry</td>
<td>lampone (m)</td>
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<td>roll (bread)</td>
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<td>condimento per insalata (m)</td>
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<td>sale (m)</td>
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<td>sandwich</td>
<td>tramezzino (m), sandwich (m)</td>
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<td>salsiccia (f)</td>
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<td>self-service</td>
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<td>fetta (f)</td>
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<td>spuntino (m)</td>
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<td>snack bar</td>
<td>tavola calda (f), snack-bar (m)</td>
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<td>soup</td>
<td>minestra (f), zuppa (f)</td>
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<td>specialità (f)</td>
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<td>spoon</td>
<td>cucchiaio (m)</td>
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<td>starter</td>
<td>antipasto (m)</td>
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<td>bistecca (f)</td>
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<td>sugar</td>
<td>zucchero (m)</td>
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<td>caramella (f), dolce (m)</td>
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<td>dolce</td>
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**Foundation tier (cont)**

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<tr>
<th>English</th>
<th>Italian</th>
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<tbody>
<tr>
<td>Table</td>
<td>tavolo (m), tavola(f)</td>
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<tr>
<td>table cloth</td>
<td>tovaglia (f)</td>
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<tr>
<td>tart</td>
<td>torta (f), crostata (f)</td>
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<tr>
<td>tasty</td>
<td>buono/a, saporito/a</td>
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<tr>
<td>tea</td>
<td>tè (m)</td>
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<tr>
<td>tea room</td>
<td>sala da tè (f)</td>
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<tr>
<td>tea spoon</td>
<td>cucchiaino (m)</td>
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<tr>
<td>tea time snack</td>
<td>merenda (f)</td>
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<tr>
<td>tip (money)</td>
<td>mancia (f)</td>
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<tr>
<td>to ask</td>
<td>chiedere, domandare</td>
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<tr>
<td>to drink</td>
<td>bere</td>
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<tr>
<td>to eat</td>
<td>mangiare</td>
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<tr>
<td>to order</td>
<td>ordinare</td>
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<tr>
<td>to pay</td>
<td>pagare</td>
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<tr>
<td>to serve</td>
<td>servire</td>
</tr>
<tr>
<td>to taste</td>
<td>assaggiare</td>
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<tr>
<td>to wait at table, to serve</td>
<td>servire (ai tavoli)</td>
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<tr>
<td>tomato</td>
<td>pomodoro (m)</td>
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<td>tuna</td>
<td>tonno (m)</td>
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<td>verdura (f)</td>
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<td>vegetariano/a</td>
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<td>vinegar</td>
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<td>waiter/waitress</td>
<td>cameriere (m), cameriera (f)</td>
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<td>water</td>
<td>acqua (f)</td>
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<td>wine</td>
<td>vino (m)</td>
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<td>yoghurt</td>
<td>yogurt (m)</td>
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**Higher tier**

<table>
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<tr>
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<th>Italian</th>
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</thead>
<tbody>
<tr>
<td>artichoke</td>
<td>carciofo (m)</td>
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<tr>
<td>appetizing</td>
<td>appetitoso/a</td>
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<tr>
<td>beer (from the pump)</td>
<td>birra (alla spina) (f)</td>
</tr>
<tr>
<td>bitter</td>
<td>amaro/a</td>
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<tr>
<td>boiled egg, hard-boiled egg</td>
<td>uovo alla coque (m), uovo sodo (m)</td>
</tr>
<tr>
<td>cucumber</td>
<td>cetriolo (m)</td>
</tr>
<tr>
<td>drink before meal</td>
<td>aperitivo (m)</td>
</tr>
<tr>
<td>duck</td>
<td>anitra (f)</td>
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<tr>
<td>fried egg</td>
<td>uovo fritto (m)</td>
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<tr>
<td>frui/herbal tea</td>
<td>tisana (f)</td>
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<tr>
<td>full fat milk</td>
<td>latte intero (m)</td>
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<tr>
<td>garlic</td>
<td>aglio (m)</td>
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<tr>
<td>goat’s cheese</td>
<td>formaggio di capra (m)</td>
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<td>goose</td>
<td>oca (f)</td>
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<tr>
<td>homemade</td>
<td>fatto/a in casa, artigianale</td>
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<td>honey</td>
<td>miele (m)</td>
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<td>leeks</td>
<td>porri (mpl)</td>
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<td>lettuce</td>
<td>lattuga (f)</td>
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<tr>
<td>loaf</td>
<td>pagnotta (f), pancarrè (m)</td>
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<tr>
<td>medium (steak)</td>
<td>cottura media (bistecca) (f)</td>
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<tr>
<td>organic food</td>
<td>cibo biologico (m)</td>
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<td>pistachio</td>
<td>pistacchio (m)</td>
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### Higher tier (cont)

<table>
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<th>English</th>
<th>Italian</th>
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<tbody>
<tr>
<td>rare (steak)</td>
<td>al sangue (bistecca)</td>
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<tr>
<td>raw</td>
<td>crudo/a</td>
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<tr>
<td>salmon</td>
<td>salmone (m)</td>
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<tr>
<td>saucer</td>
<td>piattino (m)</td>
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<tr>
<td>scrambled egg</td>
<td>uovo strapazzato (m)</td>
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<tr>
<td>sea food</td>
<td>frutti di mare (mpl)</td>
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<tr>
<td>(semi-)skimmed milk</td>
<td>latte (parzialmente) scremato (m)</td>
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<td>smoked</td>
<td>affumicato/a</td>
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<tr>
<td>spicy</td>
<td>piccante</td>
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<tr>
<td>spinach</td>
<td>spinaci (mpl)</td>
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<tr>
<td>steamed (boiled)</td>
<td>al vapore (bollito/a)</td>
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<tr>
<td>tasty</td>
<td>gustoso/a, saporito/a</td>
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<tr>
<td>tray</td>
<td>vassoio (m)</td>
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<td>trout</td>
<td>trota (f)</td>
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<td>turkey</td>
<td>tacchino (m)</td>
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<tr>
<td>veal</td>
<td>vitello (m)</td>
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<tr>
<td>well-cooked</td>
<td>ben cotto/a</td>
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</tbody>
</table>
**Identity and culture - what my friends and family are like**

**Words relating to dress and style**

**Foundation tier**

- belt (cintura (f))
- big (grande)
- boots (stivali (mpl))
- boxer shorts (boxer (mpl))
- bra (reggiseno (m))
- bracelet (braccialetto (m))
- cap (berretto (m))
- changing room, fitting room (camerino (m))
- clothes (vestiti/abiti (mpl), abbigliamento (m))
- clothes shop (negozio di abbigliamento (m))
- coat/overcoat (cappotto (m))
- cotton (made of cotton) ((di/in) cotone (m))
- dress (vestito (m), abito (m))
- earring (orecchino (m))
- fashion (moda (f))
- fashionable (alla moda, di moda)
- glove (guanto (m))
- handbag (borsa (f))
- hat (cappello (m))
- it fits/suits you (ti sta bene)
- jacket (giacca (f))
- jeans (jeans (mpl))
- jeweller's (shop), jewellery (craft) (gioielleria (f))
- jewels (gioielli (mpl))
- leather/made of leather ((di/in) pelle (f))
- leggings (leggings (mpl), fuseaux (mpl))
- linen (made of linen) ((di/in) lino (m))
- lipstick (rossetto (m))
- loose (i.e. too big) (largo/a)
- make, brand (marca (f))
- makeup (trucco (m))
- medium (size) (medio/a (misura))
- necklace (collana (f))
- nightdress (camicia da notte (f))
- old fashioned (antiquato/a, fuori moda)
- old fashioned (vintage, retro style) (vecchio stile (vintage, rétro))
- pants, briefs (mutande (mpl))
- perfume (profumo (m))
- poloshirt (polo (f))
- pyjamas (pigiamina (m))
- ring (anello (m))
- scarf (sciarpa (f))
- shirt (camicia (f))
- shoe (scarpa (f))
- shoe shop (negozio di scarpe (m), negozio di calzature (m))
- shorts (shorts (mpl), pantaloni corti (mpl))
**Foundation tier (cont)**

size (general), shoe size  
missura/taglia (f), numero (di scarpe) (m)

skirt  
gonna (f)

slipper  
pantofola (f), ciabatta (f)

small  
piccolo/a

smart  
elegante

sock  
calza (f)

sports kit  
kit sportivo (m)

sports shirt  
maglia (f)

spotted  
a pois

striped  
a righe

style  
stile (m)

suit  
abito (m), completo (m), tailleur (m)

sweater, jumper  
maglione (m), golf (m)

sweatshirt  
felpa (f)

swimming costume/trunks  
costume da bagno (m)

tattoo  
tatuaggio (m)

tee shirt  
maglietta (f), T-shirt (f)

tie  
cravatta (f)

tights  
collant (mpl)

tracksuit  
tuta da ginnastica (f)

trainers  
scarpe da ginnastica (fpl)

trouser  
pantaloni (mpl)

umbrella  
ombrello (m)

watch  
orologio (m)

wool (woollen)  
(dì) lana (f)

**Words relating to dress and style**

**Higher tier**

cardigan  
cardigan (m)

dressing gown  
vestaglia (f)

dyed  
tinto/a

model  
modello (m)

silk (made of silk)  
(di/in) seta (f)

straw hat  
cappello di paglia (m)

tight  
stretto/a

to have one’s hair cut  
tagliarsi i capelli

to have one’s hair done  
andare dal parrucchiere

to put on makeup  
truccarsi

velvet (made of velvet)  
(di/in) velluto (m)
Identity and culture - what my friends and family are like

Words on relations, relationships, personal and physical characteristics

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
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</thead>
<tbody>
<tr>
<td>Adolescent</td>
<td>adolescente (m/f)</td>
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<tr>
<td>adult, grown-up</td>
<td>adulto (m)</td>
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<td>adventurous</td>
<td>avventuroso/a</td>
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<td>age</td>
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<tr>
<td>alone</td>
<td>(da) solo/a</td>
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<tr>
<td>armchair</td>
<td>poltrona (f)</td>
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<tr>
<td>at home, at my/our house</td>
<td>a casa, a casa mia/nostra</td>
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<tr>
<td>aunt</td>
<td>zia (f)</td>
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<tr>
<td>baby</td>
<td>neonato/a (m/f), bebè (m), bambino/a (m/f)</td>
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<tr>
<td>bald</td>
<td>calvo, pelato</td>
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<tr>
<td>bathroom</td>
<td>bagno (m)</td>
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<tr>
<td>beard, bearded</td>
<td>(con la) barba (f)</td>
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<tr>
<td>beautiful</td>
<td>bello/a</td>
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<td>bedroom</td>
<td>camera da letto (f)</td>
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<td>(date of) birth</td>
<td>(data di) nascita (f)</td>
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<td>birthday</td>
<td>compleanno (m)</td>
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<td>birthplace</td>
<td>luogo di nascita (m)</td>
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<td>block (of flats)</td>
<td>palazzo (m), edificio (m)</td>
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<td>nato/a</td>
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<td>prepotente</td>
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<td>body piercing</td>
<td>body piercing (m)</td>
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<td>boy</td>
<td>ragazzo (m)</td>
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<td>boyfriend</td>
<td>ragazzo (m), fidanzato (m)</td>
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<tr>
<td>brother</td>
<td>fratello (m)</td>
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<td>brother-in-law, sister-in-law</td>
<td>cognato (m), cognata (f)</td>
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<td>brothers and sisters, siblings</td>
<td>fratelli e sorelle, fratelli (mpl)</td>
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<td>gatto (m)</td>
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<td>celebrity</td>
<td>persona famosa (f), celebrità (f)</td>
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<td>chair</td>
<td>sedia (f)</td>
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<td>character, personality</td>
<td>carattere (m), personalità (f)</td>
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<td>chiacchierone/a</td>
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<td>clothes</td>
<td>vestiti (mpl), abiti (mpl)</td>
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<td>comfortable (house, furniture)</td>
<td>confortevole, comodo/a</td>
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<td>cousin</td>
<td>cugino (m), cugina (f)</td>
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### Foundation tier (cont)

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<td>curly</td>
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<td>dad</td>
<td>papà (m), babbo (m)</td>
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<td>daily/everyday life</td>
<td>vita quotidiana (f)</td>
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<td>daughter</td>
<td>figlia (f)</td>
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<td>dead</td>
<td>morto/a</td>
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<td>dining room</td>
<td>sala da pranzo (f)</td>
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<td>dog</td>
<td>cane (m)</td>
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<td>fidanzato/a</td>
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<td>eyes</td>
<td>occhi (mpl)</td>
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<td>face</td>
<td>faccia (f), viso (m)</td>
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<td>famiglia (f)</td>
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<td>famous</td>
<td>famoso/a</td>
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<td>father</td>
<td>padre (m)</td>
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<td>feeling</td>
<td>sensazione (f), sentimento (m)</td>
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<td>nome (di battesimo) (m)</td>
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<td>appartamento (m)</td>
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<td>foolish, silly</td>
<td>stupido/a</td>
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<td>amico (m), amica (f)</td>
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<td>girlfriend</td>
<td>ragazza (f), fidanzata (f)</td>
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<td>glasses</td>
<td>occhiali (mpl)</td>
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<td>goldfish</td>
<td>pesce rosso (m)</td>
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<td>grandad, grandfather</td>
<td>nonno (m)</td>
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<td>grandchild</td>
<td>nipote (m/f)</td>
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<td>grandma, granny, grandmother</td>
<td>nonna (f)</td>
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<td>grandparents</td>
<td>nonni (mpl)</td>
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<td>guinea pig</td>
<td>cavia (f), porcellino d'India (m)</td>
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<td>guy, dude, bloke</td>
<td>ragazzo (m), tipo (m), tizio (m)</td>
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<td>hair</td>
<td>capelli (mpl)</td>
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<td>half-brother/step-brother, half-sister/step-sister</td>
<td>fratellastro (m), sorellastra (f)</td>
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<td>hamster</td>
<td>criceto (m)</td>
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<td>invitation</td>
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<td>bacio (m)</td>
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<td>pigro/a</td>
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### Foundation tier (cont)

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<tr>
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<td>vivace</td>
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<td>living room, front room, lounge</td>
<td>soggiorno (m), salotto (m), sala (f)</td>
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<td>loft</td>
<td>soffitta (f), solaio (m)</td>
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<tr>
<td>man</td>
<td>uomo (m)</td>
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<tr>
<td>married</td>
<td>sposato/a</td>
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<td>mean, nasty</td>
<td>cattivo/a, odioso/a</td>
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<tr>
<td>member of the family</td>
<td>membro della famiglia (m), familiare (m)</td>
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<tr>
<td>mood</td>
<td>umore (m)</td>
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<td>mother</td>
<td>madre (f)</td>
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<td>moustache</td>
<td>baffi (mpl.)</td>
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<td>mouth</td>
<td>bocca (f)</td>
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<td>multicultural</td>
<td>multiculturale</td>
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<td>mum</td>
<td>mamma (f)</td>
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<td>vicino/a (di casa) (m/f)</td>
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<td>nephew</td>
<td>nipote (m)</td>
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<td>nice, likeable</td>
<td>simpatico/a</td>
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<td>nickname</td>
<td>soprannome (m)</td>
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<td>niece</td>
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<td>normale</td>
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<td>vecchio/a, anziano/a</td>
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<td>old fashioned</td>
<td>antiquato/a</td>
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<td>più vecchio/a, più grande</td>
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<td>oldest (brother/sister)</td>
<td>il/la maggiore (fratello/sorella)</td>
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<td>only child</td>
<td>figlio unico (m), figlia unica (f)</td>
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<td>parents</td>
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<td>festa</td>
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<td>amico/a di penna (m/f), corrispondente (m/f)</td>
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<td>pessimista</td>
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<td>animale domestico (m)</td>
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<td>quadro (m)</td>
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<td>place of residence</td>
<td>luogo di residenza (m)</td>
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<td>Postcode</td>
<td>codice postale (m)</td>
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<td>present, gift</td>
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<td>Pretty</td>
<td>carino/a</td>
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<td>Relationship</td>
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<td>religione (f)</td>
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<td>Selfish</td>
<td>egoista</td>
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<td>semi-detached house</td>
<td>casa/villetta bifamiliare (f)</td>
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<td>sense of humour</td>
<td>senso dell’umorismo (m)</td>
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<td>separato/a</td>
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<td>serious</td>
<td>serio/a</td>
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<tr>
<td>short (height)</td>
<td>basso/a</td>
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</table>
Foundation tier (cont)

- shy
- single

- sister
- sofa, settee
- son
- son-in-law, daughter-in-law
- stepfather, stepmother
- straight (hair)
- study (room)
- surname
- survey
- tall
- telephone number
- terraced house
- thin, slim
- tidy, neat
- to annoy
- to argue, to quarrel
- to babysit
- to be called
- to be in a good / bad mood
- to care for, to look after
- to celebrate
- to chat, chatter
- to chat (online)
- to get divorced
- to get on (well) with
- to look (e.g. angry/happy etc)
- to respect
- to separate, to split up
- tortoise
- tropical fish
- twins
- ugly
- uncle
- unemployed
- unbearable
- untidy
- visit
- well behaved
- wife, woman
- woman
- young/younger
- youth (i.e the time of life)

timido/a
single, nubile (donna non sposata), celibe (uomo non sposato)
sorella (f)
divano (m), sofà (m)
figlio (m)
genero (m), nuora (f)
patrigno (m), matrigna (f)
lisci
studio (m)
cognome (m)
sondaggio (m), inchiesta (f)
alto/a
numero di telefono (m)
casa/villetta a schiera (f)
macro/a, snello/a
ordinato/a
infastidire, disturbare
litigare
fare da babysitter
chiamarsi
essere di buon umore / di cattivo umore
curare, occuparsi di
festeggiare
chiacchierare
chattare
divorziare
andare d’accordo con
seemubre (arrabbiato/felice etc.)
rispettare
separarsi, dividersi
tartaruga (f)
pesce tropicale (m)
gemelli/gemelle (m/fpl)
brutto/a
zio (m)
disoccupato/a
insopportabile
disordinato/a
visita (f)
educato/a
moglie (f)
donna (f)
giovane/più giovane
giovinezza (f)

Higher tier

- acquaintance
- adopted
- adventurous

- conoscente (m/f)
adottato/a
avventuroso/a
### Higher tier (cont)

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<tr>
<th>English</th>
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<tr>
<td>Annoying</td>
<td>fastidioso/a, irritante</td>
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<tr>
<td>argument</td>
<td>litigio (m)</td>
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<tr>
<td>Career</td>
<td>carriera (f)</td>
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<tr>
<td>character trait</td>
<td>tratto caratteriale (m), caratteristica (f)</td>
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<tr>
<td>cheeky</td>
<td>sfacciat/a</td>
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<td>comfortable (at ease)</td>
<td>a proprio agio</td>
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<tr>
<td>conceived</td>
<td>presuntuoso/a, pieno/a di sé</td>
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<tr>
<td>depressed</td>
<td>depresso/a</td>
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<td>discrimination</td>
<td>discriminazione (f)</td>
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<td>faith (religious)</td>
<td>fede (f)</td>
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<tr>
<td>fiancé(e)</td>
<td>fidanzato (m), fidanzata (f)</td>
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<td>furnished</td>
<td>ammobiliato/a, arredato/a</td>
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<td>gang</td>
<td>banda (f), gruppo (di amici) (m)</td>
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<td>gender, sex</td>
<td>sesso (m)</td>
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<td>generous</td>
<td>generoso/a</td>
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<td>hall (in house), lobby</td>
<td>entrata (f), ingresso (m)</td>
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<td>identical twins</td>
<td>gemelli identici (mpl)</td>
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<td>independent</td>
<td>indipendente</td>
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<td>jealous</td>
<td>geloso/a</td>
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<td>loyal, faithful</td>
<td>leale, fedele</td>
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<td>mad, crazy</td>
<td>matto/a, pazzo/a</td>
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<td>meeting</td>
<td>riunione (f), incontro (m)</td>
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<td>vecchiaia/terza età (f)</td>
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<td>old people’s home</td>
<td>casa di riposo (f)</td>
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<td>pensioner, senior citizen</td>
<td>pensionato/a</td>
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<td>pretenzioso/a</td>
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<td>prete (m), sacerdote (m)</td>
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<td>razzista</td>
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<td>rapporto (m), relazione (f)</td>
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<td>affidabile</td>
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<td>genitore single (m)</td>
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<td>viziato/a</td>
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<td>spot, pimple</td>
<td>foruncolo (m), brufolo (m)</td>
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<tr>
<td>to be disadvantaged</td>
<td>essere svantaggiato/emarginato</td>
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<td>to experience</td>
<td>sperimentare, provare</td>
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<td>to look after</td>
<td>badare a, curarsi di, prendersi cura di qc</td>
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<td>to pick on, to harass, to bully</td>
<td>prendere di mira, molestare, intimidire</td>
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<td>to resemble/look like</td>
<td>somigliare/assomigliare</td>
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<td>to suffer</td>
<td>soffrire</td>
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<td>to support</td>
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<td>to thank</td>
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<td>under age</td>
<td>minorenne (m/f)</td>
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<td>comprensione (f)</td>
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<td>well-balanced</td>
<td>equilibrato/a</td>
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Identity and culture: cultural life

Foundation tier

activity (f)  attività (f)
advantage (m)  vantaggio (m)
adventure film (m)  film d’avventura (m)
article (m)  articolo (m)
athletics (f)  atletica (f)
badminton (m), volano (m)  badminton (m), gruppo (m)
basketball (m)  pallacanestro (f), basket (m)
body building (m)  body building (m)
book (m)  libro (m)
bowl  bocce (fpl)
boxing  pugilato (m), boxe (f)
bridal party  sposa (f)
bridal party  sposo (m)
camera (f)  macchina fotografica (f)
canoeing (f)  canoa (f)
cartoon  cartoni animati (mpl)
CD (compact disc) (m)  CD (compact disc) (m)
celebration, party  celebrazione (f)/festeggiamento (m), festa (f)
changing rooms  spogliatoi (mpl)
chess (mpl)  scacchi (mpl)
Christmas (m)  Natale (m)
Christmas Eve  vigilia di Natale (f)
clarinet (m)  clarinetto (m)
classical, classic  classico/a
climbing/rock climbing (f)  scalata/arrampicata (f)
club (m), club (m)  circolo (m)
collection (f)  collezione (f)
comic (f)  fumetto (m)
competition (m)  gara (f), concorso (m)
computer game (m)  videogioco (m)
concert (m)  concerto (m)
cultural life  vita culturale (f)
culture (f)  cultura (f)
custom/tradition (f)  usanza (f)/tradizione (f)
cycling (m)  ciclismo (m)
dance/dancing  ballo (m), danza (f)
detective/police (book/film)  (libro/film) poliziesco/giallo
disadvantage (m)  svantaggio (m)
disco, nightclub  discoteca (f)
documentary (m)  documentario (m)
drums (f sing)  batteria (f sing)
Easter (f)  Pasqua (f)
Easter Monday  Lunedì dell’Angelo (m), Pasquetta (f)
engagement (m)  fidanzamento (m), impegno (m)
entertainment (m)  divertimento (m)
equipment (f)  attrezzatura (f)
extreme sports (mpl)  sport estremi (mpl)
<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
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<tbody>
<tr>
<td>fanatical about</td>
<td>appassionato/a di qs</td>
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<tr>
<td>fantasy film</td>
<td>film fantasy (m)</td>
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<tr>
<td>festival</td>
<td>festival (m), sagra(f)/festa (f)</td>
</tr>
<tr>
<td>flute</td>
<td>flauto (m)</td>
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<tr>
<td>film</td>
<td>film (m)</td>
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<tr>
<td>folk music</td>
<td>musica folk (f), musica popolare (f)</td>
</tr>
<tr>
<td>football</td>
<td>calcio (m)</td>
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<tr>
<td>free time</td>
<td>tempo libero (m)</td>
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<tr>
<td>game</td>
<td>gioco (m), partita (f)</td>
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<tr>
<td>games console</td>
<td>console (per videogiochi) (f)</td>
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<tr>
<td>Good Friday</td>
<td>Venerdì Santo (m)</td>
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<tr>
<td>guitar</td>
<td>chitarra (f)</td>
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<tr>
<td>gym</td>
<td>palestra (f)</td>
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<tr>
<td>gymnastics</td>
<td>ginnastica (f)</td>
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<tr>
<td>handball</td>
<td>pallamano (f)</td>
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<tr>
<td>Happy birthday!</td>
<td>Buon compleanno!</td>
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<tr>
<td>Happy New Year!</td>
<td>Buon anno!, Felice Anno Nuovo!</td>
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<tr>
<td>hobby, leisure activity</td>
<td>hobby (m), attività del tempo libero</td>
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<tr>
<td>hockey</td>
<td>hockey (m)</td>
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<tr>
<td>horror film</td>
<td>film di orrore (m)</td>
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<tr>
<td>horse riding</td>
<td>equitazione (f)</td>
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<td>ice skating</td>
<td>pattinaggio su ghiaccio (m)</td>
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<td>interest/hobby</td>
<td>interesse (m)/passatempo (m)/hobby (m)</td>
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<tr>
<td>judo</td>
<td>judo (m)</td>
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<td>karate</td>
<td>karate (m)</td>
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<tr>
<td>keyboard</td>
<td>tastiera (f)</td>
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<td>leisure</td>
<td>tempo libero (m)</td>
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<td>Lent (period leading up to Easter)</td>
<td>Quaresima (f)</td>
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<tr>
<td>life</td>
<td>vita (f)</td>
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<td>magazine</td>
<td>rivista (f)/ giornalino (m)</td>
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<td>marriage</td>
<td>matrimonio (m)</td>
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<td>martial arts</td>
<td>arti marziali (f.pl)</td>
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<td>mobile phone</td>
<td>cellulare (m)</td>
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<td>Mothers’ day</td>
<td>festa della mamma (f)</td>
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<td>mountain bike</td>
<td>mountain bike (f)</td>
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<td>mountaineering</td>
<td>alpinismo (m)</td>
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<td>MP3 player</td>
<td>lettore MP3 (m)</td>
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<td>music</td>
<td>musica (f)</td>
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<td>netball</td>
<td>netball (m)</td>
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<td>New Year</td>
<td>anno nuovo (m), Capodanno (m)</td>
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<td>news</td>
<td>notizie (f.pl), telegiornale (m)</td>
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<td>orchestra</td>
<td>orchestra (f)</td>
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<td>parachuting</td>
<td>paracadutismo (m)</td>
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<td>paragliding</td>
<td>parapendio (m)</td>
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<td>piano</td>
<td>pianoforte (m), piano (m)</td>
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<td>play (theatre)</td>
<td>spettacolo (teatrale) (m)</td>
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<td>player</td>
<td>giocatore (m)</td>
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<td>pleasure/amusement</td>
<td>piacere (m), divertimento (m)</td>
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<td>pocket money</td>
<td>paghetta (settimanale) (f)</td>
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<td>pop music</td>
<td>musica pop (f)</td>
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<td>quiz show</td>
<td>quiz (televvisivo) (m)</td>
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Foundation tier (cont)
race/racing
corsa (f), gara (f), competizione (f)
rap
lettura (f)
recorder (instrument)
flauto dolce (m)
referee
arbitro (m)
rock music
musica rock (f)
roller blading
pattinaggio a rotelle (m)
role model
esempio (m), modello (m)
romantic
romantico/a
romantic film/love film
film romantico/film d’amore (m)
rugby
rugby (m)
sailing
vela (f)
saxophone
sassoﬁono (m)
science fiction film
film di fantascienza (m)
series
serie (f)
shopping
compere (fpl)/acquisti (mpl), shopping (m)
show (theatre etc), TV show
spettacolo (teatrale etc.) (m), spettacolo televisivo (m)
singer
cantante (m/f)
skate boarding
fare/andare in skate-board
skiing
sci (m)
soap (opera)
telenovela (f), soap (f)
socialising
socializzazione (f), socializzare
social media
social media (mpl), media sociali (mpl)
song
canzone (f)
sport
sport (m)
sports ground
campo sportivo (m)
sporty
sportivo/a
spy story
storia di spionaggio (f)
squash
squash (m)
stage
palcoscenico (m)
stereo system/music centre
(impianto) stereo (m)
surfing
surf (m)
swimming
nuoto (m)
table tennis
ping pong (m), tennis da tavolo (m)
technology
technologia (f)
television
televisione (f)
tennis
tennis (m)
thriller
thriller (m), giallo (m)
toy
giocattolo (m), gioco (m)
trumpet
tromba (f)
TV channel
canale TV/canale televisivo (m)
TV programme
programma televisivo (m)
Twelfth Night/Epiphany/6th January
Epifania (f), Befana (f)
use of technology
uso (m) della tecnologia
violin
violino (m)
volleyball
pallavolo (f), volley-ball (m)
water skiing
sci d’acqua (m), sci nautico (m)
western (ﬁlm etc)
western (ﬁlm etc.)
### Foundation tier (cont)

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<td>Windsurfing</td>
<td>windsurf (m)</td>
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<td>X box</td>
<td>X-box (f)</td>
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<td>youth club</td>
<td>circolo giovanile (m)</td>
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### Higher tier

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<tr>
<td>archery</td>
<td>tiro con l’arco (m)</td>
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<tr>
<td>board game, electronic game</td>
<td>gioco da tavolo (m), gioco elettronico (m)</td>
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<tr>
<td>cable TV</td>
<td>TV via cavo (f)</td>
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<tr>
<td>camcorder/video camera</td>
<td>videocamera (f), camcorder (f)</td>
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<tr>
<td>championship</td>
<td>campionato (m)</td>
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<tr>
<td>do it yourself, DIY</td>
<td>fai-da-te (m), bricolage (m)</td>
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<tr>
<td>drama (TV etc)</td>
<td>dramma (TV etc.) (m)</td>
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<tr>
<td>dubbed (film)</td>
<td>(film) doppiato</td>
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<td>earphones</td>
<td>auricolari (mpl), cuffie (fpl)</td>
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<td>fencing</td>
<td>scherma (f)</td>
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<td>fishing rod</td>
<td>canna da pesca (f)</td>
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<td>goal</td>
<td>goal (m), rete (f)</td>
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<tr>
<td>half-time</td>
<td>intervallo (della partita) (m)</td>
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<tr>
<td>knowledge</td>
<td>conoscenza (f)</td>
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<tr>
<td>league, division (sports)</td>
<td>serie (f), divisione (sportiva) (f)</td>
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<td>marriage ceremony, wedding</td>
<td>cerimonia di nozze (f), matrimonio (m)</td>
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<tr>
<td>melody/tune</td>
<td>melodia/canzone (f)</td>
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<tr>
<td>musical comedy (a musical)</td>
<td>musical (m), commedia musicale (f)</td>
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<tr>
<td>original version</td>
<td>versione originale (f)</td>
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<tr>
<td>remote control</td>
<td>telecomando (m)</td>
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<tr>
<td>rowing</td>
<td>canottaggio (m)</td>
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<tr>
<td>sailing boat</td>
<td>barca a vela (f)</td>
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<tr>
<td>satellite TV</td>
<td>TV satellitare (f)</td>
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<tr>
<td>scuba diving</td>
<td>nuoto subacqueo (m)</td>
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<tr>
<td>sitcom</td>
<td>sitcom (f)</td>
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<tr>
<td>sports equipment</td>
<td>attrezzatura sportiva (f)</td>
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<tr>
<td>subtitles</td>
<td>sottotitoli (mpl)</td>
</tr>
<tr>
<td>tournament</td>
<td>torneo (m)</td>
</tr>
<tr>
<td>viewer/audience</td>
<td>spettatore (m), pubblico (m)</td>
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### Verbs associated with cultural life

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be a member of</td>
<td>essere iscritto a, essere membro di</td>
</tr>
<tr>
<td>to collect</td>
<td>collezionare</td>
</tr>
<tr>
<td>to congratulate</td>
<td>congratolarsi</td>
</tr>
<tr>
<td>to cycle, go cycling</td>
<td>andare in bicicletta, fare ciclismo</td>
</tr>
<tr>
<td>to dance</td>
<td>ballare</td>
</tr>
<tr>
<td>to do gymnastics</td>
<td>fare ginnastica</td>
</tr>
<tr>
<td>to do sport</td>
<td>fare sport</td>
</tr>
<tr>
<td>to exercise</td>
<td>fare esercizio, fare moto</td>
</tr>
<tr>
<td>to fish/go fishing</td>
<td>pescare/andare a pesca</td>
</tr>
<tr>
<td>to get married</td>
<td>sposarsi</td>
</tr>
<tr>
<td>to go bowling (tenpin)</td>
<td>giocare a bowling</td>
</tr>
<tr>
<td>to go for a walk/stroll</td>
<td>andare a fare una passeggiata/passeggiare</td>
</tr>
<tr>
<td>to go horse riding</td>
<td>andare a cavallo, fare equitazione</td>
</tr>
<tr>
<td>to hike, ramble</td>
<td>fare un’escursione, fare una camminata</td>
</tr>
<tr>
<td>to play (a game/sport)</td>
<td>giocare (a qc)</td>
</tr>
</tbody>
</table>
Verbs associated with cultural life (cont)

to play (an instrument)

suonare (uno strumento)

to roller-skate

andare sui pattini a rotelle, pattinare (con i pattini a rotelle)

to sail

fare vela, andare in barca a vela

to score a goal

segnare un goal

to shoot

sparare, andare a caccia

to skateboard

fare skate-board

to ski, to snowboard

sciare, fare snowboard

to swim

nuotare

to take out for a walk (the dog)

portare fuori (il cane), uscire con (il cane)
to take part (in)

partecipare, prendere parte (a)
to train

allenarsi

to walk

camminare

Identity and culture: using social media

Foundation tier

blog

blog (m), diario in rete (m)

chatroom

chat room (f)

computer

computer (m)

connection

connessione (f), collegamento (m)
cyber bullying

cyberbullismo/ciberbullismo (m), bullismo online (m)
digital

digitale
disk

disco (m)

email

email (f), posta elettronica (f)

homepage

homepage (f), pagina iniziale (f)

internet

internet (m)

internet page

pagina di internet (f)

key (of keyboard)
tasto (m)

keyboard
	tastiera (f)
social media

i media sociali (m pl)
mouse

mouse (m)

new technology

nuova tecnologia (f)

password

password (f), parola d'ordine (f)

printer

stampante (f)

programmer

programmatore (m)
risk

rischio (m)

screen

schermo (m)

security

sicurezza (f)

social network

social network (m), rete sociale (f)

software

software (m)
to burn

masterizzare
to chat on line

chattare (online)
to download

scaricare
to erase, delete
cancellare, eliminare
to load

caricare
to publish

pubblicare
to print

stampare
to save, to store

salvare, archiviare
to surf (the net)
navigare (in rete)
### Foundation tier (cont)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>to type</td>
<td>scrivere al computer, digitare</td>
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<tr>
<td>to upload</td>
<td>caricare</td>
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<tr>
<td>virus</td>
<td>virus (m)</td>
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<tr>
<td>web</td>
<td>rete (f), web (m)</td>
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<tr>
<td>web page</td>
<td>pagina web (f)</td>
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<td>webcam</td>
<td>videocamera digitale (f), webcam (f)</td>
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<tr>
<td>website</td>
<td>sito web (m), website (m)</td>
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### Local area, holiday and travel

#### Foundation tier

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<td>abroad</td>
<td>all’estero</td>
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<tr>
<td>accommodation</td>
<td>alloggio (m), sistemazione (f)</td>
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<tr>
<td>adult</td>
<td>adulto (m)</td>
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<tr>
<td>advertisement, advert</td>
<td>annuncio (m)</td>
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<tr>
<td>air conditioning/air-con</td>
<td>aria condizionata (f)</td>
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<td>airport</td>
<td>aeroporto (m)</td>
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<tr>
<td>appointment</td>
<td>appuntamento (m)</td>
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<td>area (in town)</td>
<td>quartiere (m), zona (f)</td>
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<tr>
<td>arrival</td>
<td>arrivo (m)</td>
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<td>art gallery</td>
<td>galleria d’arte (f)</td>
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<td>asking for help</td>
<td>chiedere aiuto</td>
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<td>bakery</td>
<td>panetteria (f)</td>
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<td>balcony</td>
<td>balcone (m)</td>
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<td>bank</td>
<td>banca (f)</td>
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<td>bar</td>
<td>bar (m)</td>
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<td>basement</td>
<td>seminterrato (m)</td>
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<td>bath</td>
<td>bagno (m)</td>
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<td>bath tub</td>
<td>vasca da bagno (f)</td>
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<td>bathroom</td>
<td>bagno (m)</td>
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<td>beach</td>
<td>spiaggia (f)</td>
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<td>bed</td>
<td>letto (m)</td>
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<td>bed and breakfast...</td>
<td>bed and breakfast (m), pensione (f)</td>
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<td>bed linen</td>
<td>lenzuola (fpl)</td>
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<td>bicycle/bike</td>
<td>bicicletta/bici (f)</td>
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<td>bike/car hire</td>
<td>noleggio biciclette/auto (m)</td>
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<td>boat</td>
<td>barca (f)</td>
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<td>bowling alley</td>
<td>bowling (m)</td>
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<td>brand/make</td>
<td>marca (f)</td>
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<td>bridge</td>
<td>ponte (m)</td>
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<td>brochure/leaflet</td>
<td>opuscolo (m), depliant (m)</td>
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<td>building</td>
<td>edificio (m)</td>
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<td>bus (by bus)</td>
<td>autobus (in autobus) (m)</td>
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<td>bus stop</td>
<td>fermata dell’autobus (f)</td>
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<td>bus/coach station</td>
<td>stazione degli autobus, delle corriere/dei pullman (f)</td>
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<td>business/trade</td>
<td>commercio (m)</td>
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<td>butcher’s shop</td>
<td>macelleria (f)</td>
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<td>café</td>
<td>bar (m), caffè (m)</td>
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<td>calm/peaceful</td>
<td>calmo/a, tranquillo/a</td>
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<td>campsite</td>
<td>campeggio (m), camping (m)</td>
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<td>English</td>
<td>Italian</td>
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<td>capital city</td>
<td>capitale (f)</td>
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<td>macchina (f), automobile (f)</td>
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<td>car park</td>
<td>parcheggio (m)</td>
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<td>caravan</td>
<td>roulotte (f)</td>
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<td>carriage (train)</td>
<td>carrozza (f), vagone (m)</td>
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<td>castello (m)</td>
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<td>cathedral</td>
<td>duomo (m), cattedrale (f)</td>
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<td>chemist's</td>
<td>farmacia (f)</td>
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<td>chiesa (f)</td>
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<td>cinema</td>
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<td>città (f)</td>
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<td>coach</td>
<td>corriera (f), pullman (m)</td>
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<td>costa (f)</td>
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<td>compartment</td>
<td>scompartimento (m)</td>
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<td>concerto (m)</td>
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<td>connection</td>
<td>coincidenza (f)</td>
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<td>angolo (m)</td>
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<td>country</td>
<td>campagna (f)</td>
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<td>country (i.e. nation)</td>
<td>Paese (m), nazione (f)</td>
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<td>countryside, scenery</td>
<td>paesaggio (m)</td>
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<td>crossroads</td>
<td>incrocio (m)</td>
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<td>cycle path</td>
<td>pista ciclabile (f)</td>
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<td>dealing with problems</td>
<td>affrontare problemi</td>
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<td>degree (temperature)</td>
<td>grado (m)</td>
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<td>delay</td>
<td>ritardo (m)</td>
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<td>department store</td>
<td>grande magazzino (m)</td>
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<td>departure</td>
<td>partenza (f)</td>
</tr>
<tr>
<td>destination</td>
<td>destinazione (f)</td>
</tr>
<tr>
<td>diesel (fuel)</td>
<td>diesel (gasolio) (m)</td>
</tr>
<tr>
<td>direct</td>
<td>diretto/a</td>
</tr>
<tr>
<td>direction</td>
<td>direzione (f)</td>
</tr>
<tr>
<td>directions</td>
<td>indicazioni (stradali) (fpl)</td>
</tr>
<tr>
<td>disco</td>
<td>discoteca (f)</td>
</tr>
<tr>
<td>diversion, detour</td>
<td>deviazione (f)</td>
</tr>
<tr>
<td>double room</td>
<td>camera doppia/matrimoniale (f)</td>
</tr>
<tr>
<td>driver</td>
<td>autista (m/f)</td>
</tr>
<tr>
<td>driving licence</td>
<td>patente di guida (f)</td>
</tr>
<tr>
<td>eating out</td>
<td>mangiare fuori</td>
</tr>
<tr>
<td>electrical goods (retailer)</td>
<td>negozio di elettrodomestici (m)</td>
</tr>
<tr>
<td>emergency</td>
<td>emergenza (f)</td>
</tr>
<tr>
<td>enjoy your stay!</td>
<td>buon soggiorno!</td>
</tr>
<tr>
<td>entertainment, things to do</td>
<td>divertimenti (mpl), cose da fare (fpl)</td>
</tr>
<tr>
<td>entrance</td>
<td>entrata (f)</td>
</tr>
<tr>
<td>exhibition</td>
<td>mostra (f)</td>
</tr>
<tr>
<td>exit</td>
<td>uscita (f)</td>
</tr>
<tr>
<td>experience</td>
<td>esperienza (f)</td>
</tr>
<tr>
<td>factory</td>
<td>fabbrica (f)</td>
</tr>
<tr>
<td>farm</td>
<td>fattoria (f)</td>
</tr>
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</table>
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>ferry</td>
<td>traghetto (m)</td>
</tr>
<tr>
<td>field</td>
<td>campo (m)</td>
</tr>
<tr>
<td>fishmonger's</td>
<td>pescheria (f)</td>
</tr>
<tr>
<td>flat, apartment</td>
<td>appartamento (m)</td>
</tr>
<tr>
<td>flight</td>
<td>volo (m)</td>
</tr>
<tr>
<td>floor (on the floor)</td>
<td>pavimento (m) (per terra)</td>
</tr>
<tr>
<td>floor, storey (1st, 2nd)</td>
<td>piano (m) (primo, secondo)</td>
</tr>
<tr>
<td>(it is) forbidden to...</td>
<td>(è) vietato...</td>
</tr>
<tr>
<td>foreigner</td>
<td>straniero (m)</td>
</tr>
<tr>
<td>form</td>
<td>modulo (m)</td>
</tr>
<tr>
<td>free (available, vacant)</td>
<td>libero/a (disponibile)</td>
</tr>
<tr>
<td>full (hotel etc)</td>
<td>pieno/a, esaurito/a</td>
</tr>
<tr>
<td>full board (all meals included)</td>
<td>pensione completa (f)</td>
</tr>
<tr>
<td>games room</td>
<td>sala giochi (f)</td>
</tr>
<tr>
<td>garage, service station, petrol station</td>
<td>garage (m), stazione di servizio (f),</td>
</tr>
<tr>
<td>greengrocer's</td>
<td>distributore di benzina (m)</td>
</tr>
<tr>
<td>grocery, grocer's shop</td>
<td>fruttivendolo (m)</td>
</tr>
<tr>
<td>ground floor</td>
<td>piano terra (m), pianterreno (m)</td>
</tr>
<tr>
<td>guest (in a hotel), customer</td>
<td>ospite (di albergo) (m), cliente (m/f)</td>
</tr>
<tr>
<td>guided tour</td>
<td>visita guidata (f), tour guidato (m)</td>
</tr>
<tr>
<td>half board (B and B and evening meal)</td>
<td>mezza pensione (f)</td>
</tr>
<tr>
<td>heating</td>
<td>riscaldamento (m)</td>
</tr>
<tr>
<td>hill</td>
<td>collina (f)</td>
</tr>
<tr>
<td>hire of/hiring/renting (e.g. bike, house)</td>
<td>noleggio (m) (for es. bicicletta), affitto (m)</td>
</tr>
<tr>
<td></td>
<td>(casa)</td>
</tr>
<tr>
<td></td>
<td>storico/a</td>
</tr>
<tr>
<td>historic</td>
<td>vacanza (f), festa (f), festival (m)</td>
</tr>
<tr>
<td>holiday, fair/festival</td>
<td>vacanze (fpl)</td>
</tr>
<tr>
<td>holidays</td>
<td>ospedale (m)</td>
</tr>
<tr>
<td>hospital</td>
<td>albergo (m), hotel (m)</td>
</tr>
<tr>
<td>hotel</td>
<td>negozio di casalinghi (m)</td>
</tr>
<tr>
<td>household goods shop (cleaning materials etc)</td>
<td>ipermercato (m)</td>
</tr>
<tr>
<td>hypermarket</td>
<td>pista di pattinaggio su ghiaccio (f)</td>
</tr>
<tr>
<td>ice rink</td>
<td>documento d'identità (m), carta d'identità (f)</td>
</tr>
<tr>
<td>identification, ID</td>
<td>in anticipo</td>
</tr>
<tr>
<td>in advance</td>
<td>incluso/a, compreso/a</td>
</tr>
<tr>
<td>included</td>
<td>piscina coperta (f)</td>
</tr>
<tr>
<td>indoor swimming pool</td>
<td>industriale</td>
</tr>
<tr>
<td>industrial</td>
<td>industria (f)</td>
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<tr>
<td>industry</td>
<td>ufficio informazioni (m)</td>
</tr>
<tr>
<td>information office</td>
<td>abitante (m)</td>
</tr>
<tr>
<td>inhabitant</td>
<td>dentro, all'interno</td>
</tr>
<tr>
<td>inside</td>
<td>isola (f)</td>
</tr>
<tr>
<td>island</td>
<td>viaggio (m)</td>
</tr>
<tr>
<td>journey</td>
<td>chiave (f)</td>
</tr>
<tr>
<td>key</td>
<td>lago (m)</td>
</tr>
<tr>
<td>lake</td>
<td>deposito bagagli (m)</td>
</tr>
<tr>
<td>left luggage office/locker</td>
<td>centro ricreativo (m)</td>
</tr>
<tr>
<td>leisure centre</td>
<td>biblioteca (f)</td>
</tr>
<tr>
<td>library</td>
<td>ascensore (m)</td>
</tr>
<tr>
<td>lift</td>
<td>linea(f), percorso (m)</td>
</tr>
</tbody>
</table>
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>litter/rubbish bin</td>
<td>cestino dei rifiuti (m)</td>
</tr>
<tr>
<td>lively</td>
<td>vivace</td>
</tr>
<tr>
<td>local area</td>
<td>zona locale (f)</td>
</tr>
<tr>
<td>lorry</td>
<td>camion (m)</td>
</tr>
<tr>
<td>lost property office</td>
<td>ufficio oggetti smarriti (m)</td>
</tr>
<tr>
<td>luggage</td>
<td>bagaglio (m)</td>
</tr>
<tr>
<td>luxurious</td>
<td>lussuoso/a, di lusso</td>
</tr>
<tr>
<td>map (of a country, road map)</td>
<td>cartina (f)</td>
</tr>
<tr>
<td>map (of the town)</td>
<td>piantina (della città) (f)</td>
</tr>
<tr>
<td>market</td>
<td>mercato (m)</td>
</tr>
<tr>
<td>means of transport</td>
<td>mezzi di trasporto (mpl)</td>
</tr>
<tr>
<td>Media</td>
<td>media (mpl), mezzi di comunicazione di massa (mpl)</td>
</tr>
<tr>
<td>metro/underground</td>
<td>metropolitana/metro (f)</td>
</tr>
<tr>
<td>Monument</td>
<td>monumento (m)</td>
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<tr>
<td>Moped</td>
<td>motorino (m)</td>
</tr>
<tr>
<td>motorbike/bike</td>
<td>motocicletta/moto (f)</td>
</tr>
<tr>
<td>Motorway</td>
<td>autostrada (f)</td>
</tr>
<tr>
<td>Mountain</td>
<td>montagna (f)</td>
</tr>
<tr>
<td>Museum</td>
<td>museo (m)</td>
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<tr>
<td>Nature</td>
<td>natura (f)</td>
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<tr>
<td>newspaper</td>
<td>giornale (m)</td>
</tr>
<tr>
<td>newspaper stall</td>
<td>edicola (f), giornalaio (m)</td>
</tr>
<tr>
<td>night club</td>
<td>discoteca (f)</td>
</tr>
<tr>
<td>occupied/taken</td>
<td>occupato/a</td>
</tr>
<tr>
<td>office</td>
<td>ufficio (m)</td>
</tr>
<tr>
<td>on foot</td>
<td>a piedi</td>
</tr>
<tr>
<td>on the left</td>
<td>a sinistra</td>
</tr>
<tr>
<td>on the right</td>
<td>a destra</td>
</tr>
<tr>
<td>one way street</td>
<td>strada a senso unico (f)</td>
</tr>
<tr>
<td>open</td>
<td>aperto/a</td>
</tr>
<tr>
<td>opening hours/times</td>
<td>orario di apertura (m)</td>
</tr>
<tr>
<td>organiser</td>
<td>organizzatore</td>
</tr>
<tr>
<td>outing, trip</td>
<td>gita (f), escursione (f)</td>
</tr>
<tr>
<td>outside</td>
<td>fuori</td>
</tr>
<tr>
<td>outside/in the open air</td>
<td>fuori/all’aperto</td>
</tr>
<tr>
<td>outskirts, suburb (of town)</td>
<td>periferia (della città)</td>
</tr>
<tr>
<td>owner</td>
<td>proprietario/a (m/f)</td>
</tr>
<tr>
<td>palace</td>
<td>palazzo (m)</td>
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<tr>
<td>park</td>
<td>parco (m)</td>
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<tr>
<td>passenger</td>
<td>passeggero/a (m/f)</td>
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<tr>
<td>passport</td>
<td>passaporto (m)</td>
</tr>
<tr>
<td>passport control</td>
<td>controllo passaporti(m)</td>
</tr>
<tr>
<td>pavemnet</td>
<td>marciapiede (m)</td>
</tr>
<tr>
<td>pedestrian</td>
<td>pedonale</td>
</tr>
<tr>
<td>pedestrian area</td>
<td>zona pedonale (f)</td>
</tr>
<tr>
<td>pedestrian crossing</td>
<td>attraversamento pedonale (m), passaggio pedonale (m)</td>
</tr>
<tr>
<td>petrol</td>
<td>benzina (f)</td>
</tr>
<tr>
<td>petrol station</td>
<td>distributore di benzina (m)</td>
</tr>
<tr>
<td>picturesque</td>
<td>pittoreseco/a</td>
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<tr>
<td>pillow</td>
<td>cuscino (m)</td>
</tr>
</tbody>
</table>
pitch (for tent)  
piazzola (per tenda) (f)

place  
posto (m), luogo (m)

places to see  
posti da vedere (mpl)

plane  
aereo (m)

platform  
binario (m)

playground  
parco giochi (m)

police station  
stazione di polizia (f), questura (f)

policeman/woman  
poliziotto (m), poliziotta (f)

port  
porto (m)

post office  
ufficio postale (m), posta (f)

cartolina (f)

poster, notice  
poster (m), avviso (m), cartello (m)

preference  
preferenza (f)

price list  
listino prezzi (m)

problem  
problema (m)

province  
provincia (f)

public holiday  
festa (nazionale) (f)

public transport  
trasporti pubblici (mpl)

public/municipal  
pubblico/a, comunale

railway  
ferrovia (f)

reception  
reception (f)

receptionist  
receptionist (m/f)

reduction  
riduzione (f)

region, area  
regione (f), zona (f)

rent, rental  
affitto(m), noleggio (m)

reservation  
prenotazione (f)

return ticket  
biglietto di andata e ritorno (m)

river  
fiume (m)

road map  
cartina stradale (f)

road/street  
via(f), strada (f)

(bed) room (in a hotel)  
camera (di albergo) (f)

sea  
mare (m)

(al the) seaside  
al mare

season  
stagione (f)

seat (train, plane)  
posto (m)

service station  
stazione di servizio (f)

sheet  
lenzuolo (m)

ship  
nave (f)

shop  
negozio (m)

(shop) window  
vetrina (di negozio) (f)

shopping centre  
shopping centre (m), centro commerciale (m)

show  
mostra (f), spettacolo (m)

shower  
doccia (f)

sight, place of interest  
luogo di interesse (m)

sign (road sign)  
cartello stradale (m)

single room  
camera singola (f)

single ticket  
biglietto di andata (m)

ski resort  
località sciistica (f)

sleeping bag  
sacco a pelo (m)

sleeping car (in a train)  
vagone letto (m)

snack bar  
tavola calda (f), snack-bar (m)
snack bar, buffet (on a train)
soup
souvenir
spacious
sports centre
square (in town)
stadium
stairs, staircase
star
station (railway)
stop (bus, tram etc)
suburb, outskirts of town
suitable for drinking
suitcase
summer camp
supermarket
supplement
swimming pool
taxi
television set
tenis court
tent
toothbrush
toothpaste
tourist attraction

buffet (m), vagone ristorante (m)
sapone (m)
souvenir (m), ricordo (m)
spazioso/a
centro sportivo (m)
piazza (f)
studio (m)
tela (f), scala (fpl)
stella (f)
stazione (ferroviaria) (f)
fermata (autobus, tram etc.) (f)
periferia (della città) (f)
potabile
valigia (f)
campo estivo (m)
supermercato (m)
supplemento (m)
piscina (f)
taxi (m)
televisore (m)
campo da tennis (m)
tenda (f)
teatro (m)
cose da fare (fpl)
controllore (m)
biglietteria (f)
biglietto (del tram, dell'autobus o della metropolitana) (m)
cassa (f)
biglietto (del tram, dell'autobus o della metropolitana) (m)
cassa (f)
orario (m)
fare campeggio
attraversare
continuare
seguire
funzionare
noleggiare, affittare
perdere
fare/disfare le valigie
parcheggiare
spiegere
accendere
tabaccheria (f)
carta igienica (f)
bagni (mpl), toilette (f)
thi spazzolino da denti (m)
dentifricio (m)
giro (m), tour (m)
turista (m/f)
attraazione turistica (f)
ufficio turistico (m), ufficio di turismo (m)
Foundation tier (cont)
(tourist) transactions
tower
town
town centre
town hall
track, platform (railway)
traffic
traffic jam
traffic lights
train
tram
travel agency
travel
traveller
twin room
underground station
unleaded petrol
view (over, of)
village
visit
waiting room
wardrobe
wash basin
way out/exit
weather
welcome
window
wood, forest
youth hostel

Higher tier
ATM/ cash point
brakes
canal
customs (i.e. at border crossing)
door (of train etc)
dry cleaner’s, dry cleaning
emergency exit
event
experience
fast train
fireworks
fountain
helicopter
hospitality
ironmonger’s/hardware shop
level crossing
motorway junction
no entry (when driving)
no parking

transazioni (turistiche) (fpl)
torre (f)
città (f)
centro città (m), centro della città (m)
municipio (m)
binario (m)
traffico (m)
ingorgo (stradale) (m)
semaforo (m)
treno (m)
tram (m)
agenzia di viaggi (f)
viaggio (m)
viaggiatore (m)
camera doppia/a due letti (f)
stazione della metropolitana (f)
benzina senza piombo (f)
vista (su, di) (f)
paese (m), villaggio (m)
visita (f)
sala d’attesa (f)
armadio (m)
lavabo (m), lavandino (m)
uscita (f)
tempo (meteorologico) (m)
benvenuto/a
finestra (f)
bosco (m), foresta (f)
ostello della gioventù (m)
sportello bancomat (m), bancomat (m)
freni (mpl)
canale (m)
dogana (f)
porta (di treno etc.) (f)
lavasecco (m), tintoria (f)
uscita d’emergenza (f)
evento (m), avvenimento (m)
esperienza (f)
treno rapido (m)
fuochi d’artificio (mpl), fuochi artificiali (mpl)
fontana (f)
elicottero (m)
osspitalità (f)
ferramenta (m)
passaggio a livello (m)
raccordo autostradale (m)
divieto di accesso (m)
divieto di parcheggio (m)
**Higher tier (cont)**

**Noise**
- rumore (m)
- pacchetto vacanze (m), viaggio organizzato (m)
- processione (f)
- registrazione (f), check in (m)
- rotatoria (f), rotonda (f)
- ora di punta (f)
- cassa di risparmio (f)
- località balneare (f)
- cintura di sicurezza (f)
- (limite di) velocità

**Package holiday**
- pacchetto vacanze (m), viaggio organizzato (m)

**Procession**
- processione (f)

**Registration/check in**
- registrazione (f), check in (m)

**Roundabout (in road)**
- rotatoria (f), rotonda (f)

**Rush hour**
- ora di punta (f)

**Savings bank**
- cassa di risparmio (f)

**Seaside resort**
- località balneare (f)

**Seat belt**
- cintura di sicurezza (f)

**Speed (limit)**
- (limite di) velocità

**Surrounding area, vicinity**
- area circostante (f), vicinanze (fpl)

**To board, embark (plane, boat)**
- imbarcarsi (aereo, nave)

**To brake**
- frenare
- confermare
- superare, sorpassare
- sistemare qn, alloggiare
- investire

**To confirm**
- stare, soggiornare
- aver luogo, avvenire

**To overtake**
- superare, sorpassare

**To put someone up, accommodate**
- sistemare qn, alloggiare

**To run over (traffic accident)**
- investire

**To stay (for a holiday)**
- stare, soggiornare

**To take place, occur**
- aver luogo, avvenire

**To validate a ticket (e.g. train, tram)**
- convalidare/timbrare il biglietto (treno, tram)

**Toll**
- pedaggio (m), casello (m)
- (benzina) senza piombo
- veicolo (m)

**Vacances invernali/sciistiche (fpl)**
- vacanze invernali/sciistiche (fpl), settimana bianca (f)

**Zoo**
- zoo (m), parco zoologico (m)

**Phrases associated with weather**

**Foundation tier**

**Bad (weather)**
- brutto

**Bright**
- soleggiato, (fa) bel tempo

**Climate**
- clima (m)

**Cloud**
- nuvola (f)
- è nuvoloso
- (fa) freddo

**Degree (temperature)**
- grado (m)

**Dry**
- secco/a

**Fog**
- nebbia (f)
- nebbioso, c’è nebbia

**Heat**
- calore (m)

**Highest temperature**
- temperatura più alta (f)
- (fa) caldo

**In the (east), eastern**
- (a) est/(a) oriente, orientale

**In the (north), northern**
- (a/nel) nord/(nel) settentrione, settentrionale

**In the (south), southern**
- (a/nel) sud/(nel) meridione, meridionale

**In the (west), western**
- (a) ovest/(a) oriente, orientale
- fa freddissimo, è gelido

**It is freezing**
- lampeggia

**It is raining**
- piove

**It is snowing**
- nevica
Foundation tier

it is thundering  tuona
lightning  lampo (m)
lowest temperature  temperatura più bassa (f)
mist  foschia (f)
nice (weather)  bello (bel tempo)
overcast  coperto, nuvoloso
rain  pioggia (f)
season  stagione (f)
sky  cielo (m)
snow  neve (f)
storm, thunderstorm  tempesta (f), temporale (m)
sun  sole (m)
sunny, the sun is shining  soleggiato, c'è il sole
thunder  tuono (m)
to change  cambiare
to freeze  gelare
to rain  piovere
to shine  brillare
to snow  nevicare
weather  tempo (meteorologico)
weather forecast, weather report  previsioni del tempo (fpl), previsioni meteo (fpl)

wind
(it is) windy  vento (m)
ventoso (c'è vento)

Higher tier

average temperature  temperatura media (f)
bright spell  schiarita (f)
changeable  variabile
hail  grandine (f)
misty  nebbioso/a
rainy  piovoso/a
shower (rain)  acquazzone (m)
stormy  temporalesco/a
to brighten up  rischiariarsi
to hail  grandinare

Asking for directions

are you going on foot/in a car?  vai/va a piedi/in macchina?
as far as  fino a
continue  continua/continui
cross (over)  attraversa/attraversi
go straight on  va/vada sempre dritto
high street/main street  strada principale
how do I get to?  per andare a...?
it is 100 metres away  è a 100 metri (di distanza)
it is very close  è molto vicino
take the first road on the left  prendi/prenda la prima a sinistra
turn left  gira/giri a sinistra
turn right  gira/giri a destra
## Dealing with problems

### Foundation tier

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>indirizzo (m)</td>
</tr>
<tr>
<td>Bill</td>
<td>conto (m)</td>
</tr>
<tr>
<td>bill (invoice)</td>
<td>fattura (f)</td>
</tr>
<tr>
<td>Breakdown</td>
<td>guasto</td>
</tr>
<tr>
<td>Broken</td>
<td>rotto/a</td>
</tr>
<tr>
<td>Colour</td>
<td>colore (m)</td>
</tr>
<tr>
<td>complaint</td>
<td>reclamo (m)</td>
</tr>
<tr>
<td>correct number</td>
<td>numero corretto/giusto (m)</td>
</tr>
<tr>
<td>customer</td>
<td>cliente (m/f)</td>
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<tr>
<td>customer service</td>
<td>servizio clienti (m)</td>
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<tr>
<td>damage</td>
<td>danno (m)</td>
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<tr>
<td>delivery</td>
<td>consegna (f)</td>
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<td>email address</td>
<td>indirizzo email (m)</td>
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<td>form</td>
<td>modulo (m)</td>
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<td>guarantee</td>
<td>garanzia (f)</td>
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<tr>
<td>mistake</td>
<td>errore (m)</td>
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<tr>
<td>payment method</td>
<td>metodo di pagamento (m)</td>
</tr>
<tr>
<td>purse</td>
<td>portamonete (m), borsellino (m)</td>
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<tr>
<td>quantity</td>
<td>quantità (f)</td>
</tr>
<tr>
<td>receipt</td>
<td>ricevuta (f), scontrino (m)</td>
</tr>
<tr>
<td>reduction</td>
<td>riduzione (f)</td>
</tr>
<tr>
<td>repair</td>
<td>riparazione (f)</td>
</tr>
<tr>
<td>replacement (part)</td>
<td>(pezzo di) ricambio (m)</td>
</tr>
<tr>
<td>service</td>
<td>servizio (m)</td>
</tr>
<tr>
<td>size</td>
<td>misura (f), taglia (f)</td>
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<tr>
<td>telephone number</td>
<td>numero di telefono (m)</td>
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<tr>
<td>theft, robbery</td>
<td>furto (m), rapina (f)</td>
</tr>
<tr>
<td>to complain</td>
<td>reclamare, protestare</td>
</tr>
<tr>
<td>to deliver</td>
<td>consegnare</td>
</tr>
<tr>
<td>to exchange</td>
<td>Cambiare</td>
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<tr>
<td>to guarantee</td>
<td>garantire</td>
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<tr>
<td>to pay</td>
<td>pagare</td>
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<tr>
<td>to repair</td>
<td>riparare</td>
</tr>
<tr>
<td>to replace</td>
<td>sostituire</td>
</tr>
<tr>
<td>to work, function</td>
<td>funzionare</td>
</tr>
<tr>
<td>waiting time</td>
<td>tempo d'attesa (m)</td>
</tr>
<tr>
<td>wallet</td>
<td>portafoglio (m)</td>
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<tr>
<td>wrong number</td>
<td>numero sbagliato (m)</td>
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</table>

### Higher tier

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
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</thead>
<tbody>
<tr>
<td>instructions for use</td>
<td>istruzioni per l’uso (fpl)</td>
</tr>
<tr>
<td>insurance</td>
<td>assicurazione (f)</td>
</tr>
<tr>
<td>progress, improvement</td>
<td>progresso (m), miglioramento (m)</td>
</tr>
<tr>
<td>to bring back, take back</td>
<td>portare indietro</td>
</tr>
<tr>
<td>to return/give back</td>
<td>restituire/rendere</td>
</tr>
<tr>
<td>to insure</td>
<td>assicurare</td>
</tr>
</tbody>
</table>
School

Foundation tier

absent: assente
A levels (equivalent): esame di maturità/di livello avanzato (GB) (m)
achievement, performance: risultati (mpl), profitto (m)
answer: risposta (f)
art: arte (f)
biology: biologia
board (blackboard, whiteboard etc): lavagna (tradizionale, lavagna bianca etc) (f)
book: libro (m)
break: pausa (f), intervallo (m)
calculator: calcolatrice (f), calcolatore (m)
canteen: mensa (f)
careers adviser: consulente di formazione (m/f)
caretaker: custode (m/f)
celebrating success: celebrare/festeggiare un successo/un buon risultato
changing room: spogliatoio (m)
chemistry: chimica (f)
choir: coro (m)
class test, assessment: verifica (f), compito in classe (m)
classroom: aula (f), classe (f)
clever: intelligente
copy, script (exam paper): copia (f), testo (d’esame) (m)
corridor: corridoio (m)
desk: banco (m)
detention: punizione (alunno trattenuto oltre la fine delle lezioni)
dictionary: dizionario (m)
drama: teatro (m), dramma (m)
drama group, acting group: gruppo teatrale (m), gruppo di attori (m)
DT (design technology): grafica computerizzata (f)
education: istruzione (f)
English: inglese (m)
examination: esame (m)
exchange: scambio (m)
exercise book: quaderno (m)
exercise, practice: esercizio (m), pratica (f)
experiment: esperimento (m)
fair: giusto/a, equo/a
felt tip: pennarello (m)
first day back at school: primo giorno di scuola (m)
food technology: tecnologia alimentare (f)
foreign languages: lingue straniere (fpl)
fountain pen: penna stilografica (f)
French: francese (m)
future plans: progetti per il futuro (mpl)
GCSE equivalent: esame di licenza media (m)
geography: geografia (f)
German: tedesco (m)
glue: colla (f)
gym: palestra (f)
<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>gymnastics</td>
<td>ginnastica (f)</td>
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<tr>
<td>half-term</td>
<td>vacanza di metà trimestre (f)</td>
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<tr>
<td>hardworking</td>
<td>diligente</td>
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<tr>
<td>headteacher</td>
<td>direttore (m), direttrice (f), preside (m/f)</td>
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<tr>
<td>history</td>
<td>storia (f)</td>
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<td>humanities</td>
<td>materie umanistiche (fpl)</td>
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<tr>
<td>(school) holidays</td>
<td>vacanze (scolastiche) (fpl)</td>
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<td>homework</td>
<td>compito (m)/compiti (mpl)</td>
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<td>ICT</td>
<td>informatica (f)</td>
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<td>Italian</td>
<td>italiano (m)</td>
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<td>latino (m)</td>
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<td>lesson, hour</td>
<td>lezione (f), ora (f)</td>
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<td>biblioteca (f)</td>
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<td>pausa pranzo (f)</td>
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<td>voto (m)</td>
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<td>media studies</td>
<td>scienze della comunicazione (fpl)</td>
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<td>misto/a</td>
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<td>music</td>
<td>musica (f)</td>
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<td>oral</td>
<td>orale</td>
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<td>pad of paper</td>
<td>blocco (m)/bloc-notes (m)</td>
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<td>pagina (f)</td>
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<td>educazione fisica (f)</td>
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<td>astuccio (m)</td>
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<td>physics</td>
<td>fisica (f)</td>
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<td>plan, project</td>
<td>piano (m), progetto (m)</td>
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<td>playground</td>
<td>parco giochi (m)</td>
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<tr>
<td>present (in school)</td>
<td>presente (a scuola)</td>
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<td>pressure</td>
<td>pressione (f)</td>
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<td>primary school</td>
<td>scuola primaria/scuola elementare (f)</td>
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<td>private school</td>
<td>scuola privata (f)</td>
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<td>progress</td>
<td>progresso (m)</td>
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<td>projector</td>
<td>proiettore (m)</td>
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<td>personal and social education (PSE)</td>
<td>educazione civica (f)</td>
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<td>pupil</td>
<td>alunno/a (m/f), allievo/a (m/f)</td>
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<td>qualification</td>
<td>qualifica (f)</td>
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<td>question</td>
<td>domanda (f)</td>
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<td>religion, Religious Studies</td>
<td>religione (f)</td>
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<td>report</td>
<td>pagella (f), giudizio (m)</td>
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<td>result</td>
<td>risultato (m)</td>
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<td>rubber</td>
<td>gomma (f)</td>
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<td>rule</td>
<td>regola (f)</td>
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<tr>
<td>ruler</td>
<td>righello (m)</td>
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<td>secondary school</td>
<td>scuola secondaria (f), scuola media (f)</td>
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<tr>
<td>school</td>
<td>scuola (f)</td>
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</tbody>
</table>
**Foundation tier (cont)**

- **school activities**
- **school bag**
- **school book**
- **school bus**
- **school day**
- **school exchange**
- **school event**
- **school group/party**
- **school hall**
- **school keeper, caretaker**
- **school leaving certificate**
- **school report, certificate**
- **school trip**
- **school year**
- **sciences**
- **scissors**
- **serious (hardworking)**
- **semester**
- **sharpener**
- **sixth form**
- **sociology**
- **Spanish**
- **sports field**
- **sports hall, gym**
- **staff room**
- **state**
- **state school**
- **strict**
- **strong, good at (subject)**
- **student**
- **subject**
- **success**
- **successful**
- **summer holidays**
- **supply teacher, cover teacher**
- **team**
- **technology**
- **term**
- **test**
- **tie**
- **timetable**
- **to answer**
- **to attend (school)**
- **to calculate**
- **to carry on**
- **to copy**
- **to correct**
- **to discuss**
- **to draw**
- **to fail (an exam)**

- **attività scolastiche (fpl)**
- **cartella (f)**
- **libro scolastico (m)**
- **scuolabus (m)**
- **giorno di scuola (m)**
- **scambio (scolastico) (m)**
- **evento scolastico**
- **gruppo scolastico (m)**
- **salone della scuola (m), sala delle assemblee (f)**
- **custode (m/f), bidello/a (m/f)**
- **diploma di maturità (m)**
- **pagella (f), diploma (m)**
- **gita scolastica (f)**
- **anno scolastico (m)**
- **scienze (fpl)**
- **forbici (fpl)**
- **serio/a, diligente**
- **semestre (m)**
- **temperamatite (m)**
- **scuola superiore (ultimi due anni in Gran Bretagna) (f)**
- **sociologia (f)**
- **spagnolo (m)**
- **campo sportivo (m)**
- **palestra (f)**
- **sala professori (f)**
- **stato (m)**
- **scuola statale (f)**
- **severo/a**
- **bravo/a (in)**
- **studente (m), studentessa (f)**
- **materia (f)**
- **successo (m)**
- **di successo**
- **vacanze estive (fpl)**
- **supplente (m/f)**
- **squadra (f), gruppo (m)**
- **tecnologia (f)**
- **trimestre (m)**
- **prova (f), verifica (f)**
- **cravatta (f)**
- **orario (m)**
- **rispondere**
- **frequentare**
- **calcolare**
- **continuare**
- **copiare**
- **correggere**
- **discutere**
- **disegnare**
- **essere bocciato (a un esame)/non passare (un esame)**
**Foundation tier (cont)**

to fill out  
riempire, compilare

to pass (exam)  
passare/superare (esame)

to pay attention, to be careful  
fare attenzione, stare attento

to practise  
fare pratica, esercitarsi

to read  
leggere

to repeat  
ripetere

to repeat a year  
ripetere un anno

to revise  
ripassare

to sing  
cantare

to sit an exam  
sostenere un esame

to study  
studiare

to teach  
insegnare

to understand  
capire

to work hard  
lavorare sodo, impegnarsi

training, education  
formazione, istruzione

type of school  
tipo (m) di scuola

unfair  
ingiusto

uniform  
divisa (f), uniforme (f)

vocational school, technical college  
escuola professionale (f), istituto tecnico (m)

weak, bad at (subject)  
non bravo/a, scarso/a in (materia)

what school is like  
com’è la scuola

worksheet  
foglio (di lavoro) (m)

yr 7  
prima media (anno 7)

yr 8  
seconda media (anno 8)

yr 9  
terza media (anno 9)

yr 10  
primo anno della scuola superiore (anno 10)

yr 11  
secondo anno della scuola superiore (anno 11)

yr 12  
terzo anno della scuola superiore (anno12)

yr 13  
quarto anno della scuola superiore (anno13)

**Higher tier**

ballpoint pen  
penna a sfera (f)

biology  
biologia (f)

boarding school  
collegio (m)

business studies  
studi aziendali (mpl)

class register  
registro di classe (m)

core/compulsory subject  
materia obbligatoria (f)

degree (university)  
laurea (universitaria) (f)

distance (i.e. distance learning)  
a distanza

earphones  
auricolari (mpl), cuffie (fpl)

economics  
economia (f)

essay  
tema (m)

final exam  
esame finale (m)

foreign language assistant  
assistente di lingua straniera (m/f)

gifted  
dotato/a

headphones  
cuffia (f)

ink cartridge  
cartuccia d’inchiostro (f)

meeting, discussion  
incontro (m), riunione (f), discussione (f)

necessary  
necessario/a

optional (subject)  
facoltativo/a
**Higher tier**

Permission  
physics and chemistry  
pressure  
pronunciation  
sociology  
the text book  
to agree (with) something  
to ask a question  
to be cancelled (lessons)  
to copy  
to drop a subject  
to explain  
to follow  
to have a detention  
to improve (one’s knowledge/skills in)  
to move up (to the next form/year)  
to pronounce  
to skive/to skip/bunk lessons  
to spell  
to teach  
to translate  
training centre  
translation  
university  
waste of time  
(to do a) written punishment, lines

**Future aspirations, study and work**

**Foundation tier**

actor, actress  
advertisement  
air hostess/air steward  
ambition  
answerphone  
apprenticeship  
architect  
artist  
up  
badly paid  
baker  
beyond the classroom  
builder  
building relationships  
business/shop  
busy  
butcher
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
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</thead>
<tbody>
<tr>
<td>Career</td>
<td>carriera (f)</td>
</tr>
<tr>
<td>cashier</td>
<td>cassiere/a (m/f)</td>
</tr>
<tr>
<td>charity</td>
<td>associazione di beneficenza (f), ente di beneficenza (m)</td>
</tr>
<tr>
<td>civil servant</td>
<td>funzionario/a statale, (m/f), impiegato/a statale (m/f)</td>
</tr>
<tr>
<td>coffee (tea/lunch) break</td>
<td>pausa caffè (tè/pranzo)</td>
</tr>
<tr>
<td>colleague</td>
<td>collega (m/f)</td>
</tr>
<tr>
<td>computer science</td>
<td>informatica di beneficenza</td>
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<tr>
<td>computer scientist</td>
<td>informatico (tecnico) (m)</td>
</tr>
<tr>
<td>conference</td>
<td>conferenza di beneficenza</td>
</tr>
<tr>
<td>cook</td>
<td>cuoco/a (m/f)</td>
</tr>
<tr>
<td>degree (university)</td>
<td>laurea (universitaria) (f)</td>
</tr>
<tr>
<td>dentist</td>
<td>dentista (m/f)</td>
</tr>
<tr>
<td>designer</td>
<td>progettista (m/f)</td>
</tr>
<tr>
<td>doctor</td>
<td>dottore (m), dottoressa (f)</td>
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<tr>
<td>drama</td>
<td>teatro (m), dramma (m), opera drammatica (f)</td>
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<tr>
<td>dream</td>
<td>sogno (m)</td>
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<tr>
<td>driver</td>
<td>conducente (m/f), autista (m/f), macchinista (m/f)</td>
</tr>
<tr>
<td>educational</td>
<td>didattico/a, formativo/a</td>
</tr>
<tr>
<td>electrician</td>
<td>elettricista (m/f)</td>
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<tr>
<td>(bank) employee</td>
<td>impiegato/a di banca (m/f), bancario/a (m/f)</td>
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<tr>
<td>employer</td>
<td>datore di lavoro (m)</td>
</tr>
<tr>
<td>employment</td>
<td>impiego (m), lavoro (m), occupazione (f)</td>
</tr>
<tr>
<td>engineer</td>
<td>ingegnere (m), tecnico (m)</td>
</tr>
<tr>
<td>experienced</td>
<td>esperto/a</td>
</tr>
<tr>
<td>farmer</td>
<td>agricoltore (m)</td>
</tr>
<tr>
<td>farm worker</td>
<td>bracciaente agricolo (m)</td>
</tr>
<tr>
<td>fashion</td>
<td>moda (f)</td>
</tr>
<tr>
<td>fireman</td>
<td>vigile del fuoco (m), pompieri (m)</td>
</tr>
<tr>
<td>folder</td>
<td>cartella (f)</td>
</tr>
<tr>
<td>form</td>
<td>modulo (m)</td>
</tr>
<tr>
<td>further study</td>
<td>studi ulteriori (mpl)</td>
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<tr>
<td>future</td>
<td>futuro (m)</td>
</tr>
<tr>
<td>interview (job)</td>
<td>colloquio (di lavoro) (m)</td>
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<tr>
<td>interview (TV or magazine)</td>
<td>intervista (TV o rivista) (f)</td>
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<td>job</td>
<td>lavoro (m), occupazione (f)</td>
</tr>
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<td>journalist</td>
<td>giornalista (m/f)</td>
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<td>language</td>
<td>lingua (f)</td>
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<tr>
<td>manager</td>
<td>manager (m), responsabile (m/f), dirigente (m/f)</td>
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<tr>
<td>marketing</td>
<td>marketing (m), commercializzazione (f)</td>
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<td>mechanic</td>
<td>meccanico (m)</td>
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<td>meeting</td>
<td>riunione (f), incontro (m)</td>
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<td>message</td>
<td>messaggio (m)</td>
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<td>musician</td>
<td>musicista (m/f)</td>
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<tr>
<td>nurse</td>
<td>infermiere/a (m/f)</td>
</tr>
<tr>
<td>part time</td>
<td>part-time, a tempo parziale</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

per hour orario (m), per ora
pharmacist farmacista (m/f)
plan, project piano (m), progetto (m)
planned programmato/a, pianificato/a
plumber idraulico (m)
poet poeta (m/f)
police officer poliziotto (m), poliziotta (f)
profession professione (f)
programmer programmatore (m), programmatrice (f)
sales representative, rep rappresentante (m/f), venditore (m), venditrice (f)
salary salario (m)
sewing, tailoring cucito (m), sartoria (f)
situation wanted domande di impiego (f)
skills abilità (fpl), competenze (fpl)
society/company società (f), azienda (f), ditta (f)
student studente (m), studentessa (f)
study studio (m)
teacher insegnante (m/f), professore (m), professoressa (f), docente (m/f)
teacher (primary) maestro/a (m/f)
technician tecnico (m)
telephone call telefonata (f)
terms of employment condizioni d’impiego (fpl)
to apply for a job fare domanda (di lavoro), candidarsi per un lavoro
to cut, cut off (phone) tagliare, cadere (la linea)
to dial the number fare il numero
to do a course fare un corso
to fill in a form compilare un modulo
to file archiviare
to hang up attaccare
to organise organizzare
to print stampare
to represent rappresentare
to study studiare
training formazione (f)
travel agency agenzia di viaggi (f)
unemployment disoccupazione (f)
university università (f)
voluntarily/without pay/as a volunteer su base volontaria/como voluntario
volunteering volontariato (m)
waiter/waitress cameriere (m), cameriera (f)
well paid ben pagato/a
work lavoro (m), occupazione (f)
work experience esperienza di lavoro (f)
**Higher tier**

(data) file
aim, goal
to apply at/go to/ask at reception

apply, enrol
appointment
apprentice
charity sale (e.g. bake sale)

data base
enclosed
hard disk
higher education
impression
in aid of
internship
job advert, vacancy
job, position
key (on keyboard)
keyboard
law (study of the subject)
letter of application
link
medicine (study of the subject)
memory card
mouse
printer
profession, job, occupation
promotion prospects
qualification
qualified
school education
signature
success
successful
teaching, education (as a subject)
to enclose, to attach
to introduce oneself
to send
to volunteer
touch screen
underscore
university
voluntary work
volunteer
webmail
word processing

file (dati) (m)
scopo (m), obiettivo (m)
informarsi presso/rivolgersi a/demandare alla reception)
fare domanda, iscriversi
appuntamento (m)
apprendista (m/f)
vendita di beneficenza (es., vendita di dolci per beneficenza)
database (m)
allegato/a
disco fisso (m), hard disk (m)
istruzione superiore (f)
impressione (f)
a sostegno di
stage (m), tirocinio (m)
annuncio di lavoro (m), posto di lavoro (m)
lavoro (m), impiego (m), posizione (f)
tasto (su tastiera) (m)
tastiera (f)
legge (f)
lettera di domanda (f)
collegamento (m), link (m)
medicina (f)
scheda di memoria (f)
mouse (m)
stampante (f)
professione (f), lavoro (m), occupazione (f)
prospettive di promozione (fpl)
qualifica (f)
qualificato/a
istruzione scolastica (f)
firma (f)
successo (m)
di successo
insegnamento (m), istruzione (f)
allegare
presentarsi
mandare, inviare
lavorare come volontario
touch screen
trattino basso (m)
università (f)
volontariato (m)
volontario (m)
webmail (f)
word processing (m), elaborazione testi (f)
International and global dimension: bringing the world together, environmental issues

Foundation tier

access
advantages/disadvantages
animal
being "green"
campaign
campaigns/good causes
charity
carbon
country
disaster
drinking water
drought
earth
electricity
energy, power
environment
environmental issues
fair trade
(music) festival
flood, flooding
for/against
(rain) forest
gas
global, world wide
hunger, famine
hurricane
international
international/global dimension
lack (of)
music event
natural resources
oil
Olympic games
people
planet
pollution
poverty
protection
recycling
rubbish
sports event
to die
to live
to pollute
to protect
to recycle
to save (water)
**Foundation tier (cont)**

- war
- world
- world cup (football)

**Higher tier**

- climatic (adjective)
- earthquake
- fresh water
- global warming
- instant
- rights of man, peoples’ rights
- salt water
- security
- solar power
- species
- sports event
- spying
- starving
- to (make) compost
- to benefit
- to lack
- to contaminate
- to save, to keep safe
- to sort/separate (e.g. rubbish)
- to stay in contact
- to survive
- to threaten
- unfortunate, needy
- volcano

- guerra (f)
- mondo (m)
- coppa del mondo (di calcio) (f)

- climatico/a
- terremoto (m)
- acqua dolce (f)
- riscaldamento globale (m)
- istante (m)
- diritti dell’uomo (mpl), diritti umani (mpl)
- acqua salata (f)
- sicurezza (f)
- energia solare (f)
- specie (fpl)
- evento sportivo (m)
- spionaggio (m)
- trasformare in concime, fare compostaggio
- beneficiare
- aver bisogno di, essere privo di
- contaminare
- salvare, custodire
- separare (es. rifiuti)
- restare in contatto
- sopravvivere
- minacciare
- sfortunato, bisognoso
- vulcano (m)
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles\(^1\) and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

\(^1\) Pearson’s World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*. 
From Pearson’s Expert Panel for World Class Qualifications

May 2014

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an ‘Expert Panel’ that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an ‘Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:[2]

**Cognitive skills**

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

**Interpersonal skills**

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

**Intrapersonal skills**

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students’ final certification documentation.</td>
<td>The QN for this qualification is: 603/0986/6</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.</td>
<td>GCSE – 1IN0</td>
</tr>
</tbody>
</table>
| Paper codes                   | These codes are provided for reference purposes. Students do not need to be entered for individual papers.                                                                                                       | Paper 1: 1IN0/01  
Paper 2: 1IN0/02  
Paper 3: 1IN0/03  
Paper 4: 1IN0/04                                                                         |

Edexcel, BTEC and LCCI qualifications
Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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