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

Issue 5
### Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Specification

#### Issue 5 changes

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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 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.

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

**Written examination**

**Foundation tier: 35 minutes, including 5 minutes’ reading time; 50 marks**

**Higher tier: 45 minutes, including 5 minutes’ reading time; 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 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.

### 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.
<table>
<thead>
<tr>
<th>*<em>Paper 4: Writing in Italian (<em>Paper code: 1IN0/4F and 4H)</em></em></th>
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<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><strong>Foundation tier:</strong> 1 hour 15 minutes; 60 marks</td>
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<td><strong>25% of the total qualification</strong></td>
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<tr>
<td><strong>Content overview</strong></td>
</tr>
<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
</tr>
<tr>
<td><strong>Assessment overview</strong></td>
</tr>
<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>
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*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.
- 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 via the online Learner Work Transfer (LWT) portal.
- 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>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</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

<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 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

<table>
<thead>
<tr>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</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

<table>
<thead>
<tr>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</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

<table>
<thead>
<tr>
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<tbody>
<tr>
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</table>
| 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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</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 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**

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</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**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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>
<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 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

<table>
<thead>
<tr>
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<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</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

**Respond(s) 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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</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 in Italian. The question titles appear in English.
- The use of dictionaries is not permitted.
• **Foundation tier**
  o The assessment time is 1 hour and 15 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 has two options from which students have to select one. This question 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>
</tr>
</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>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>● Communicates brief information relevant to the task with little development</td>
</tr>
<tr>
<td></td>
<td>● Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</td>
</tr>
<tr>
<td></td>
<td>● Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</td>
</tr>
<tr>
<td></td>
<td>● Variable use of appropriate register and style</td>
</tr>
<tr>
<td>4–6</td>
<td>● Communicates information relevant to the task, with development of the occasional key point and idea</td>
</tr>
<tr>
<td></td>
<td>● Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</td>
</tr>
<tr>
<td></td>
<td>● Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</td>
</tr>
<tr>
<td></td>
<td>● Appropriate use of register and style is evident but with inconsistencies</td>
</tr>
<tr>
<td>7–9</td>
<td>● Communicates information relevant to the task, with development of some key points and ideas</td>
</tr>
<tr>
<td></td>
<td>● Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</td>
</tr>
<tr>
<td></td>
<td>● 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</td>
</tr>
<tr>
<td></td>
<td>● Appropriate use of register and style is evident but with occasional inconsistency</td>
</tr>
<tr>
<td>10–12</td>
<td>● Communicates information relevant to the task with expansion of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>● Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</td>
</tr>
<tr>
<td></td>
<td>● Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>● Appropriate use of register and style throughout, with minimal inconsistency</td>
</tr>
</tbody>
</table>

**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

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<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</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

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<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</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>
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<tr>
<th>Mark</th>
<th>Descriptor</th>
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</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:

| AO1 | Listening – understand and respond to different types of spoken language | 25 |
| AO2 | Speaking – communicate and interact effectively in speech | 25 |
| AO3 | Reading – understand and respond to different types of written language | 25 |
| AO4 | Writing – communicate in writing | 25 |
| **Total** | | **100%** |

Breakdown of Assessment Objectives

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

Appendix 1: Candidate speaking examination record form (CS2) 71
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Appendix 3: Vocabulary list 75
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Appendix 6: Codes 136
## 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*</th>
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<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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<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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<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
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</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) (quel 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
- to accompany
- to add
- to advise
- to allow
- to answer/to reply
- to apply
- to argue
- to arrive
- to ask
- to ask a question
- to avoid
- to bath, to bathe
- to be
- to be able to
- to be about to (do)
- to be born
- to be called
- to be careful
- to be hot/cold
- to be hungry
- to be in a hurry
- to be interested in
- to be keen to
- to be located
- to be lucky
- to be sleepy
- to be successful
- to be thirsty
- to borrow
- to break
- to bring
- to brush (teeth, hair)
- to buy
- to call
- to cancel
- to carry
- to change
- to chat
- to check
- to choose
- to clean
- to click
- to climb/go up
- to close
- to collide/to crash
- to come
- to complain

- accettare
- accompagnare
- aggiungere
- consigliare
- permettere
- rispondere
- rivolgersi, fare domanda
- litigare
- arrivare
- chiedere/domandare
- fare una domanda
- evitare
- fare il bagno
- essere
- potere, essere capace di
- stare per (fare)
- nascere
- chiamarsi
- stare attento/fare attenzione
- avere caldo/freddo
- avere fame
- avere fretta
- interessarsi a/essere interessato a
- avere voglia di, non vedere l'ora di
- trovarsi/essere situato
- essere fortunato/avere fortuna
- avere sonno
- avere successo, riuscire
- avere sete
- prendere in prestito/prestare
- rompere
- portare
- spazzolarsi (i denti, i capelli)
- comprare
- chiamare
- cancellare
- portare
- cambiare
- chiacchierare
- controllare
- scegliere
- pulire
- cliccare/fare clic
- salire, arrampicarsi
- chiudere
- scontrarsi
- venire
- reclamare, lamentarsi
Common verbs (cont)

to contact contattare
to continue/carry on continuare
to convince convincere
to copy copiare
to cost costare
to count contare
to cross, go across attraversare
to cry piangere
to dance ballare
to decide decidere
to describe descrivere
to deserve meritare
to die morire
to discuss discutere
to dismiss licenziare
to do the vacuum cleaning passare l'aspirapolvere
to do the washing up lavare i piatti
to do, to make fare
to download (music) scaricare
to draw disegnare
to dress vestirsi
to drink bere
to drive guidare
to earn guadagnare
to eat mangiare
to enjoy oneself divertirsi
to enter/go in entrare
to escape scappare/fuggire
to explain spiegare
to express esprimere
to fail (an exam) essere bocciato (in un esame)
to fall cadere

to fall asleep Addormentarsi
to feed, nourish dar da mangiare, nutrire
to feel sentire/sentirsi
to fill riempire
to fill out (a form) riempire (un modulo)
to find trovare
to finish, end finire, terminare
to fly volare
to follow seguire
to forget dimenticare/dimenticarsi
to forgive perdonare
to get a good/bad mark prendere un bel/brutto voto
to get angry arrabbiarsi
to get dressed vestirsi
to get dressed vestirsi
to get on well with andare d'accordo con
to get undressed svestirsi, spogliarsi
to get up alzarsi
to give dare
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/voler dire

to meet
incontrare

to miss (train, bus etc)
perdere

to miss, to be lacking
mancare

to need
aver 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  
sorridero

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)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to work (function)</td>
<td>funzionare</td>
</tr>
<tr>
<td>to worry</td>
<td>preoccuparsi</td>
</tr>
<tr>
<td>to write</td>
<td>scrivere</td>
</tr>
</tbody>
</table>

### Common adjectives

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>attivo/a</td>
</tr>
<tr>
<td>alike, similar</td>
<td>simile</td>
</tr>
<tr>
<td>all</td>
<td>tutto/a</td>
</tr>
<tr>
<td>angry</td>
<td>arrabbiato/a</td>
</tr>
<tr>
<td>awful</td>
<td>orribile</td>
</tr>
<tr>
<td>beautiful</td>
<td>bello/a</td>
</tr>
<tr>
<td>big</td>
<td>grande</td>
</tr>
<tr>
<td>boring</td>
<td>noioso/a</td>
</tr>
<tr>
<td>brave</td>
<td>coraggioso/a</td>
</tr>
<tr>
<td>broken</td>
<td>rotto/a</td>
</tr>
<tr>
<td>clean</td>
<td>pulito/a</td>
</tr>
<tr>
<td>close (nearby)</td>
<td>vicino/a</td>
</tr>
<tr>
<td>closed</td>
<td>chiuso/a</td>
</tr>
<tr>
<td>comfortable</td>
<td>comodo/a</td>
</tr>
<tr>
<td>delicious</td>
<td>delizioso/a</td>
</tr>
<tr>
<td>difficult</td>
<td>difficile</td>
</tr>
<tr>
<td>dirty</td>
<td>sporco/a</td>
</tr>
<tr>
<td>disgusting</td>
<td>disgustoso/a, schifoso/a</td>
</tr>
<tr>
<td>easy</td>
<td>facile</td>
</tr>
<tr>
<td>expensive</td>
<td>caro/a, costoso/a</td>
</tr>
<tr>
<td>exciting</td>
<td>eccitante</td>
</tr>
<tr>
<td>fabulous</td>
<td>favoloso/a</td>
</tr>
<tr>
<td>fair</td>
<td>giusto/a</td>
</tr>
<tr>
<td>false</td>
<td>falso/a</td>
</tr>
<tr>
<td>famous</td>
<td>famoso/a</td>
</tr>
<tr>
<td>fantastic</td>
<td>fantastico/a</td>
</tr>
<tr>
<td>fashionable</td>
<td>alla moda/di moda</td>
</tr>
<tr>
<td>fast</td>
<td>veloce, rapido/a</td>
</tr>
<tr>
<td>fat</td>
<td>grasso/a</td>
</tr>
<tr>
<td>favourite</td>
<td>preferito/a</td>
</tr>
<tr>
<td>flexible</td>
<td>flessibile</td>
</tr>
<tr>
<td>free (at no cost)</td>
<td>gratuito/a, gratis</td>
</tr>
<tr>
<td>free (unoccupied, available)</td>
<td>libero/a, disponibile</td>
</tr>
<tr>
<td>friendly</td>
<td>amichevole</td>
</tr>
<tr>
<td>frightening</td>
<td>spaventoso/a</td>
</tr>
<tr>
<td>full</td>
<td>pieno/a</td>
</tr>
<tr>
<td>funny/entertaining/amusing</td>
<td>divertente</td>
</tr>
<tr>
<td>funny (comical)</td>
<td>buffo/a, comico/a</td>
</tr>
<tr>
<td>generous</td>
<td>generoso/a</td>
</tr>
<tr>
<td>good</td>
<td>buono/a</td>
</tr>
<tr>
<td>good (well-behaved, good at something)</td>
<td>bravo/a</td>
</tr>
<tr>
<td>grateful</td>
<td>grato/a</td>
</tr>
<tr>
<td>great</td>
<td>grande</td>
</tr>
<tr>
<td>great (marvellous)</td>
<td>stupendo/a, fantastico/a</td>
</tr>
<tr>
<td>happy, cheerful</td>
<td>felice, allegro/a</td>
</tr>
<tr>
<td>hard</td>
<td>duro/a</td>
</tr>
</tbody>
</table>
Common adjectives (cont)

- hardworking
- healthy
- heavy
- high, tall
- honest
- hot
- ideal
- in a good mood
- in a hurry
- independent
- intelligent, clever
- kind
- large
- last/latest
- lazy
- light
- long
- lost
- magnificent
- marvellous
- mature
- modern
- narrow
- naughty
- necessary
- negative
- new
- next
- nice, likeable (person)
- noisy
- normal
- numerous
- old
- old (former)
- old fashioned
- open
- optimistic
- other
- own
- (im)patient
- peaceful
- perfect
- pessimistic
- pleased
- pleasant
- (im)polite
- popular
- positive
- practical
- pretty
- quiet
Common adjectives (cont)

- ready: pronto/a
- real: reale
- recent: recente
- responsible: responsabile
- rich: ricco/a
- ridiculous: ridicolo/a
- ripe: maturo/a
- rotten: marcio/a
- sad: triste
- safe: sicuro/a
- same: stesso/a
- satisfied: soddisfatto/a
- selfish: egoista
- sensational: sensazionale
- serious: serio/a
- short: corto/a, basso/a (persona)
- shy: timido/a
- silent: silenzioso/a
- silly, stupid: stupido/a, sciocco/a
- slim: snello/a
- small: piccolo/a
- strict: severo/a
- strong: forte
- superb: superbo/a
- surprised: sorpreso/a
- talkative: chiacchierone/a
- thin (person): magro/a
- tidy: ordinato/a
- tired: stanco/a
- tiring: faticoso/a, stancante
- traditional: tradizionale
- true: vero/a
- typical: tipico/a
- ugly: brutto/a
- unbelievable: incredibile
- unfair: ingiusto/a
- unhappy: triste, infelice
- unhealthy: non sano/a, dannoso/a
- unpleasant (person): antipatico/a
- useful: utile
- useless: inutile
- valid: valido/a
- valuable: prezioso/a, di valore
- weak: debole
- worried: preoccupato/a
- young: giovane
**Common adverbs**

- **(for) a long time**
  - per molto tempo, a lungo
- **fortunately**
  - fortunatamente, per fortuna
- **again**
  - ancora, di nuovo
- **almost**
  - quasi
- **already**
  - già
- **also/too**
  - anche
- **always**
  - sempre
- **badly**
  - male
- **below (under)**
  - sotto
- **especially**
  - specialmente, particolarmente
- **everywhere**
  - dappertutto, ovunque
- **fairly, quite**
  - abbastanza
- **generally**
  - in generale/generalmente
- **here**
  - qui/qua
- **immediately**
  - immediatamente
- **never**
  - (non) mai
- **nowhere**
  - da nessuna parte
- **often**
  - spesso
- **over there**
  - laggiù
- **perhaps**
  - forse
- **quickly**
  - rapidamente
- **rarely**
  - raramente
- **rather**
  - piuttosto
- **really**
  - davvero, veramente
- **recently**
  - recentemente
- **sometimes**
  - qualche volta, a volte
- **soon**
  - presto
- **still**
  - ancora
- **straight away**
  - immediatamente, subito
- **there**
  - là, lì
- **together**
  - insieme
- **too (adjective)**
  - troppo
- **unfortunately**
  - purtroppo, sfortunatamente
- **up there**
  - lassù
- **up to now**
  - finora
- **usually**
  - di solito
- **very**
  - molto
- **well**
  - bene
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
di (da)
in in, a
day davanti a
in front of nel mezzo (di)
in the middle (of) dentro, all’interno di
inside vicino (a)
near accanto (a), di fianco (a)
next to su (sopra a)
on all’angolo di
on the corner of di fronte a
opposite fuori (da)
outside/out of 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

| 1   | uno        |
| 2   | due        |
| 3   | tre        |
| 4   | quattro    |
| 5   | cinque     |
| 6   | sei        |
| 7   | sette      |
| 8   | otto       |
| 9   | nove       |
| 10  | dieci      |
| 11  | undici     |
| 12  | dodici     |
| 13  | tredici    |
| 14  | quattordici|
| 15  | quindici   |
| 16  | sedici     |
| 17  | diciassette|
| 18  | diciotto   |
| 19  | diciannove |
| 20  | venti      |
| 21  | ventuno    |
| 22  | ventidue   |
| 23  | ventitre   |
| 24  | ventiquattro|
| 25  | venticinque|
| 26  | ventisei   |
| 27  | ventisette |
| 28  | ventotto   |
| 29  | ventinove  |
| 30  | trenta     |
| 31  | trentuno   |
| 32  | trentadue  |
| etc. | etc.       |
| 40  | quaranta   |
| 50  | cinquanta  |
| 60  | sessanta   |
| 70  | settanta   |
| 80  | ottanta    |
| 90  | novanta    |
| 100 | cento      |
| 101 | centouno   |
| 120 | centoventi |
| 200 | duecento   |
| 1000| mille      |
| 1100| millecento |
| 2000| duemila    |
| 100 | centomila  |
| 1.000.000| un milione |
| 2.000.000| due milioni |
| 1.000.000.000| un miliardo |
**Ordinal numbers**

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>primo/a</td>
</tr>
<tr>
<td>second</td>
<td>secondo/a</td>
</tr>
<tr>
<td>third</td>
<td>terzo/a</td>
</tr>
<tr>
<td>fourth</td>
<td>quarto/a</td>
</tr>
<tr>
<td>fifth</td>
<td>quinto/a</td>
</tr>
<tr>
<td>sixth</td>
<td>sesto/a</td>
</tr>
<tr>
<td>seventh</td>
<td>settimo/a</td>
</tr>
<tr>
<td>eighth</td>
<td>ottavo/a</td>
</tr>
<tr>
<td>ninth</td>
<td>nono/a</td>
</tr>
<tr>
<td>tenth</td>
<td>decimo/a</td>
</tr>
<tr>
<td>eleventh</td>
<td>undicesimo</td>
</tr>
<tr>
<td>twelfth</td>
<td>dodicesimo/a (etc.)</td>
</tr>
<tr>
<td>twenty first</td>
<td>ventunesimo/a</td>
</tr>
</tbody>
</table>

**Quantities and measures**

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bottle (of)</td>
<td>una bottiglia (di)</td>
</tr>
<tr>
<td>a box (of)</td>
<td>una scatola (di)</td>
</tr>
<tr>
<td>a dozen</td>
<td>una dozzina</td>
</tr>
<tr>
<td>a jar (of)</td>
<td>un vasetto/barattolo (di)</td>
</tr>
<tr>
<td>a kilo (of)</td>
<td>un chilo (di)</td>
</tr>
<tr>
<td>a litre (of)</td>
<td>un litro (di)</td>
</tr>
<tr>
<td>a little (of)</td>
<td>un po’ (di)</td>
</tr>
<tr>
<td>a packet (of)</td>
<td>un pacchetto (di)</td>
</tr>
<tr>
<td>a part (of)</td>
<td>una parte (di)</td>
</tr>
<tr>
<td>a piece (of)</td>
<td>un pezzo (di)</td>
</tr>
<tr>
<td>a quarter (of)</td>
<td>un quarto (di)</td>
</tr>
<tr>
<td>a slice (of)</td>
<td>una fetta (di)</td>
</tr>
<tr>
<td>a third (of)</td>
<td>un terzo (di)</td>
</tr>
<tr>
<td>centilitre</td>
<td>centilitro (m)</td>
</tr>
<tr>
<td>centimetre</td>
<td>centimetro (m)</td>
</tr>
<tr>
<td>enough</td>
<td>abbastanza</td>
</tr>
<tr>
<td>exactly</td>
<td>esattamente</td>
</tr>
<tr>
<td>gramme</td>
<td>grammo (m)</td>
</tr>
<tr>
<td>half</td>
<td>metà</td>
</tr>
<tr>
<td>kilogram</td>
<td>chilo (m), chilogrammo (m)</td>
</tr>
<tr>
<td>kilometre</td>
<td>chilometro (m)</td>
</tr>
<tr>
<td>less</td>
<td>meno</td>
</tr>
<tr>
<td>litre</td>
<td>litro (m)</td>
</tr>
<tr>
<td>maximum</td>
<td>massimo</td>
</tr>
<tr>
<td>metre</td>
<td>metro (m)</td>
</tr>
<tr>
<td>minimum</td>
<td>minimo</td>
</tr>
<tr>
<td>more</td>
<td>più</td>
</tr>
<tr>
<td>much/many, a lot of</td>
<td>molto/molta, molti/molte</td>
</tr>
<tr>
<td>nothing</td>
<td>niente, nulla</td>
</tr>
<tr>
<td>only</td>
<td>solo/solamente</td>
</tr>
<tr>
<td>quantity</td>
<td>quantità</td>
</tr>
<tr>
<td>several</td>
<td>parecchi/parecchie, vari/varie</td>
</tr>
<tr>
<td>some</td>
<td>alcuni/alcune, qualche</td>
</tr>
<tr>
<td>tin, box (of)</td>
<td>scatola (di)</td>
</tr>
<tr>
<td>too much, too many</td>
<td>troppo/troppa, troppi/troppe</td>
</tr>
<tr>
<td>weight</td>
<td>peso (m)</td>
</tr>
</tbody>
</table>
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

secondo anche e perché a causa di prima ma anche se alla fine, infine, finalmente prima di tutto comunque, però se per tuttavia oppure/o forse poiché, siccome, visto che così dopo, allora perciò, quindi dopo pomeriggio (m), nel pomeriggio fa già sempre (non) appena nello stesso momento, contemporaneamente all’inizio prima giorno (m), giornata

Time expressions
during/for early 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 midnight midnight minute morning, in the morning next night, at night
durante/per presto sera (f), serata (f) ogni giorno, tutti i giorni due settimane, quindici giorni da ogni tanto scorso, passato (i.e. l’anno scorso) ieri notte ieri sera tardi dopo, più tardi, in seguito mezzogiorno (m) mezzanotte minuto (m) mattina/mattino (m), la mattina prossimo notte (f), la notte/di notte
**Time expressions (cont)**

- **now**: ora, adesso
- **on time**: puntuale, in orario
- **once**: una volta
- **since**: da
- **soon**: presto
- **straightaway, immediately**: subito, immediatamente
- **the day after tomorrow**: dopodominani
- **the day before yesterday**: l’altro ieri
- **the next day**: il giorno dopo
- **the night before, eve**: la notte prima, la vigilia
- **time**: tempo, ora
- **today**: oggi
- **tomorrow**: domani
- **twice**: due volte
- **week**: settimana
- **Weekend**: fine settimana, weekend
- **year**: anno (m)
- **yesterday**: ieri

**Times of day**

- **a quarter past**: e un quarto
- **a quarter to**: meno un quarto
- **at one o’clock**: all’una
- **at two o’clock, etc.**: alle due etc.
- **five past, etc.**: e cique, etc.
- **five to, etc.**: meno cinque, etc.
- **half past**: e mezzo/e mezza
- **hour**: ora
- **in the afternoon (pm)**: del pomeriggio
- **in the evening (pm)**: di sera
- **in the morning (am)**: del mattino
- **it’s one o’clock**: è l’una
- **it’s two o’clock, etc.**: sono le due, etc.
- **midday, noon**: mezzogiorno
- **midnight**: mezzanotte
- **minute**: minuto (m)
- **second**: secondo (m)

**Days of the week**

<table>
<thead>
<tr>
<th>Day</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>lunedì</td>
</tr>
<tr>
<td>Tuesday</td>
<td>martedì</td>
</tr>
<tr>
<td>Wednesday</td>
<td>mercoledì</td>
</tr>
<tr>
<td>Thursday</td>
<td>giovedì</td>
</tr>
<tr>
<td>Friday</td>
<td>venerdì</td>
</tr>
<tr>
<td>Saturday</td>
<td>sabato</td>
</tr>
<tr>
<td>Sunday</td>
<td>domenica</td>
</tr>
<tr>
<td>(on) Monday morning</td>
<td>lunedì mattina</td>
</tr>
<tr>
<td>(on) Monday afternoon</td>
<td>lunedì pomeriggio</td>
</tr>
<tr>
<td>(on) Monday evening</td>
<td>lunedì sera</td>
</tr>
<tr>
<td>on Mondays</td>
<td>al/i lunedì</td>
</tr>
<tr>
<td>every Monday</td>
<td>ogni lunedì, tutti i lunedì</td>
</tr>
</tbody>
</table>
### Months and seasons of the year

<table>
<thead>
<tr>
<th>Month</th>
<th>Italian Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>gennaio</td>
</tr>
<tr>
<td>February</td>
<td>febbraio</td>
</tr>
<tr>
<td>March</td>
<td>marzo</td>
</tr>
<tr>
<td>April</td>
<td>aprile</td>
</tr>
<tr>
<td>May</td>
<td>maggio</td>
</tr>
<tr>
<td>June</td>
<td>giugno</td>
</tr>
<tr>
<td>July</td>
<td>luglio</td>
</tr>
<tr>
<td>August</td>
<td>agosto</td>
</tr>
<tr>
<td>September</td>
<td>settembre</td>
</tr>
<tr>
<td>October</td>
<td>ottobre</td>
</tr>
<tr>
<td>November</td>
<td>novembre</td>
</tr>
<tr>
<td>December</td>
<td>dicembre</td>
</tr>
<tr>
<td>Season</td>
<td>stagione</td>
</tr>
<tr>
<td>(in) Autumn</td>
<td>(in) autunno (m)</td>
</tr>
<tr>
<td>(in) Spring</td>
<td>(in) primavera</td>
</tr>
<tr>
<td>(in) Summer</td>
<td>(in/d’) estate</td>
</tr>
<tr>
<td>(in) Winter</td>
<td>(in/d’) inverno (m)</td>
</tr>
</tbody>
</table>

### Question words

<table>
<thead>
<tr>
<th>Question</th>
<th>Italian Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>at what time?</td>
<td>a che ora?</td>
</tr>
<tr>
<td>how much, how many?</td>
<td>quanto?/quanta?, quanti/quante?</td>
</tr>
<tr>
<td>how?</td>
<td>come?</td>
</tr>
<tr>
<td>what colour?</td>
<td>che colore?</td>
</tr>
<tr>
<td>what/which?</td>
<td>che/ quale?</td>
</tr>
<tr>
<td>what?</td>
<td>che cosa?</td>
</tr>
<tr>
<td>when?</td>
<td>quando?</td>
</tr>
<tr>
<td>where?</td>
<td>dove?</td>
</tr>
<tr>
<td>which one (s)?</td>
<td>quale (quali)?</td>
</tr>
<tr>
<td>who?</td>
<td>chi?</td>
</tr>
<tr>
<td>why?</td>
<td>perché?</td>
</tr>
</tbody>
</table>

### Other useful expressions

<table>
<thead>
<tr>
<th>Expression</th>
<th>Italian Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>all the better</td>
<td>tanto meglio</td>
</tr>
<tr>
<td>good luck</td>
<td>buona fortuna</td>
</tr>
<tr>
<td>here you are/her it is</td>
<td>ecco</td>
</tr>
<tr>
<td>how do you spell that?</td>
<td>come si scrive?</td>
</tr>
<tr>
<td>I don't know</td>
<td>non (lo) so</td>
</tr>
<tr>
<td>I don't mind</td>
<td>non importa</td>
</tr>
<tr>
<td>I don't understand</td>
<td>non capisco</td>
</tr>
<tr>
<td>I like it</td>
<td>mi piace, mi piacciano</td>
</tr>
<tr>
<td>I'm fine</td>
<td>sto bene</td>
</tr>
<tr>
<td>in my opinion</td>
<td>secondo me</td>
</tr>
<tr>
<td>it annoys me</td>
<td>mi dà fastidio, mi irrrita</td>
</tr>
<tr>
<td>it depends</td>
<td>dipende</td>
</tr>
<tr>
<td>it doesn't matter</td>
<td>non importa</td>
</tr>
<tr>
<td>it's all the same to me</td>
<td>per me è lo stesso</td>
</tr>
<tr>
<td>it's not worth it</td>
<td>non ne vale la pena</td>
</tr>
<tr>
<td>of course</td>
<td>naturalmente</td>
</tr>
<tr>
<td>ok (I agree)</td>
<td>ok, d'accordo</td>
</tr>
</tbody>
</table>
Other useful expressions (cont)

- once again: ancora una volta
- personally: personalmente
- so, so: così così
- thank you: grazie
- that's enough: basta/basta così
- there is/are: c'è, ci sono
- what a shame: (che) peccato
- what does that mean?: che cosa significa?, che cosa vuol dire?
- with pleasure: con piacere, volentieri

Other high-frequency words

- as, like: come
- everybody, all: ognuno, tutti
- except: tranne, eccetto
- figure (number): cifra (f)
- for example: per/ad esempio
- Miss: Signorina (Sig.na) (f)
- Mr (also Sir): Signor (Sig.) (m)
- Mrs (also Madam): Signora (Sig.ra) (f)
- no: no
- not: non
- number: numero (m)
- phone number: numero di telefono (m)
- reader: lettore (m), lettrice (f)
- shape: forma (f)
- someone: qualcuno
- something: qualcosa
- that/those: quello/quella/quelli/quelle
- thing: cosa (f)
- this/these: questo/questa/questi/queste
- time (i.e. once): volta (f)
- type/kind/sort: tipo (m), specie (f)
- way (manner): modo (m), maniera (f)
- with: con
- without: senza
- yes: sì

Countries

- Austria: Austria (f)
- Belgium: Belgio (m)
- Canada: Canada(m)
- China: Cina (f)
- Denmark: Danimarca (f)
- England: Inghilterra (f)
- France: Francia (f)
- Germany: Germania (f)
- Great Britain: Gran Bretagna (f)
- Greece: Grecia (f)
- Holland: Olanda (f)
- India: India (f)
- Ireland: Irlanda (f)
### Countries (cont)

<table>
<thead>
<tr>
<th>Country</th>
<th>Name (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>Italia</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Paesi Bassi</td>
</tr>
<tr>
<td>Russia</td>
<td>Russia</td>
</tr>
<tr>
<td>Scotland</td>
<td>Scozia</td>
</tr>
<tr>
<td>Spain</td>
<td>Spagna</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Svizzera</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turchia</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Regno Unito</td>
</tr>
<tr>
<td>United States</td>
<td>Stati Uniti</td>
</tr>
<tr>
<td>Wales</td>
<td>Galles</td>
</tr>
</tbody>
</table>

### Continents

<table>
<thead>
<tr>
<th>Continent</th>
<th>Name (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Africa</td>
</tr>
<tr>
<td>Asia</td>
<td>Asia</td>
</tr>
<tr>
<td>Australia</td>
<td>Australia</td>
</tr>
<tr>
<td>Europe</td>
<td>Europa</td>
</tr>
<tr>
<td>North America</td>
<td>America del Nord</td>
</tr>
<tr>
<td>South America</td>
<td>America del Sud</td>
</tr>
</tbody>
</table>

### Nationalities

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>americano/a</td>
</tr>
<tr>
<td>Austrian</td>
<td>austriaco/a</td>
</tr>
<tr>
<td>Belgian</td>
<td>belga</td>
</tr>
<tr>
<td>British</td>
<td>britannico/a</td>
</tr>
<tr>
<td>Canadian</td>
<td>canadese</td>
</tr>
<tr>
<td>Chinese</td>
<td>cinese</td>
</tr>
<tr>
<td>Danish</td>
<td>danese</td>
</tr>
<tr>
<td>Dutch</td>
<td>olandese</td>
</tr>
<tr>
<td>English</td>
<td>inglese</td>
</tr>
<tr>
<td>European</td>
<td>europeo/a</td>
</tr>
<tr>
<td>French</td>
<td>francese</td>
</tr>
<tr>
<td>German</td>
<td>tedesco/a</td>
</tr>
<tr>
<td>Greek</td>
<td>greco/a</td>
</tr>
<tr>
<td>Indian</td>
<td>indiano/a</td>
</tr>
<tr>
<td>Irish</td>
<td>irlandese</td>
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<tr>
<td>Italian</td>
<td>italiano/a</td>
</tr>
<tr>
<td>Russian</td>
<td>russo/a</td>
</tr>
<tr>
<td>Scottish</td>
<td>scozzese</td>
</tr>
<tr>
<td>Spanish</td>
<td>spagnolo/a</td>
</tr>
<tr>
<td>Swiss</td>
<td>svizzera/a</td>
</tr>
<tr>
<td>Turkish</td>
<td>turco/a</td>
</tr>
<tr>
<td>Welsh</td>
<td>galilese</td>
</tr>
</tbody>
</table>
### Areas/mountains/seas

<table>
<thead>
<tr>
<th>Area</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adriatic Sea</td>
<td>Mar Adriatico (m)</td>
</tr>
<tr>
<td>Ionian Sea</td>
<td>Mar Ionio (m)</td>
</tr>
<tr>
<td>Mediterranean Sea</td>
<td>Mar Mediterraneo (m)</td>
</tr>
<tr>
<td>province</td>
<td>provincia (f)</td>
</tr>
<tr>
<td>region</td>
<td>regione (f)</td>
</tr>
<tr>
<td>Sardinia</td>
<td>Sardegna (f)</td>
</tr>
<tr>
<td>Sicily</td>
<td>Sicilia (f)</td>
</tr>
<tr>
<td>the Alps</td>
<td>Alpi (fpl)</td>
</tr>
<tr>
<td>the Apennines (mountains)</td>
<td>Appennini (mpl)</td>
</tr>
<tr>
<td>the English Channel</td>
<td>il canale della Manica (m)</td>
</tr>
<tr>
<td>Tyrrenian Sea</td>
<td>Mar Tirreno (m)</td>
</tr>
</tbody>
</table>

### Useful acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Union</td>
<td>UE (Unione Europea)</td>
</tr>
<tr>
<td>high speed train</td>
<td>TAV (Treno ad alta velocità)</td>
</tr>
<tr>
<td>Italian national railway company</td>
<td>FS (Ferrovie dello Stato)</td>
</tr>
<tr>
<td>Italian national statistics institute</td>
<td>ISTAT (Istituto nazionale di statistica)</td>
</tr>
<tr>
<td>Italian public TV and radio channels</td>
<td>RAI (Radiotelevisione italiana)</td>
</tr>
<tr>
<td>postcode</td>
<td>CAP (Codice di avviamento postale)</td>
</tr>
<tr>
<td>United Nations Organization</td>
<td>ONU (Organizzazione delle Nazioni Unite)</td>
</tr>
</tbody>
</table>

### Social conventions

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

address
area code
call me (informal/formal)
dear Sir/Madam
dial the number
e-mail
for the attention of
further to/following
following
I will put you through
I'll be right back
I'm listening
message
mobile phone
moment
on the line/speaking
please repeat that
point
postcode
receiver (telephone)
sent by
stay on the line
telephone
text message
tone
voice mail
wait
wrong number
yours sincerely

indirizzo (m)
prefisso (telefonico) (m)
chiamami/mi chiami
Egregio Signore / Gentile Signora
fare il numero
e-mail (f), posta elettronica (f)
alla cortese attenzione di
a seguito di/con riferimento a
seguente
te lo/la passo, glielo/gliela passo
torno subito
sto ascoltando
messaggio (m)
cellulare (m), telefonino (m)
momento (m), attimo (m)
in linea
puoi/può ripetere?
punto
codice postale (CAP) (m)
ricevitore (m)
invitato da
resta/resti in linea
telefono (m)
SMS, messaggio (m)
tono (m)
segreteria telefonica (f)
attenda
numero sbagliato (m)
cordiali saluti (m pl)
## Section 2 – Topic-specific vocabulary

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

#### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>appetite</td>
<td>appetito (m)</td>
</tr>
<tr>
<td>apple</td>
<td>mela (f)</td>
</tr>
<tr>
<td>apricot</td>
<td>albicocca (f)</td>
</tr>
<tr>
<td>banana</td>
<td>banana (f)</td>
</tr>
<tr>
<td>bean</td>
<td>fagiolo (m)</td>
</tr>
<tr>
<td>beef</td>
<td>manzo (m)</td>
</tr>
<tr>
<td>beer</td>
<td>birra (f)</td>
</tr>
<tr>
<td>bill</td>
<td>conto (m)</td>
</tr>
<tr>
<td>biscuit</td>
<td>biscotto (m)</td>
</tr>
<tr>
<td>bottle</td>
<td>bottiglia (f)</td>
</tr>
<tr>
<td>bread</td>
<td>pane (m)</td>
</tr>
<tr>
<td>breakfast</td>
<td>colazione (f)</td>
</tr>
<tr>
<td>brussels sprouts</td>
<td>cavolini di Bruxelles (mpl)</td>
</tr>
<tr>
<td>butter</td>
<td>burro (m)</td>
</tr>
<tr>
<td>cabbage</td>
<td>cavolo (m)</td>
</tr>
<tr>
<td>café</td>
<td>bar (m)</td>
</tr>
<tr>
<td>cake</td>
<td>torta (f)</td>
</tr>
<tr>
<td>carrot</td>
<td>carota (f)</td>
</tr>
<tr>
<td>cauliflower</td>
<td>cavolfiore (m)</td>
</tr>
<tr>
<td>cereals</td>
<td>cereali (mpl)</td>
</tr>
<tr>
<td>champagne</td>
<td>champagne (m)</td>
</tr>
<tr>
<td>cheese</td>
<td>formaggio (m)</td>
</tr>
<tr>
<td>cherry</td>
<td>ciliegia (f)</td>
</tr>
<tr>
<td>chicken</td>
<td>pollo (m)</td>
</tr>
<tr>
<td>chips</td>
<td>patatine (fpl)</td>
</tr>
<tr>
<td>chocolate</td>
<td>cioccolato (m)</td>
</tr>
<tr>
<td>choice</td>
<td>scelta (f)</td>
</tr>
<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>
</tr>
<tr>
<td>closed (on Mondays)</td>
<td>chiuso/a (il lunedì)</td>
</tr>
<tr>
<td>cocoa</td>
<td>cacao (m)</td>
</tr>
<tr>
<td>coffee</td>
<td>caffè (m)</td>
</tr>
<tr>
<td>cold sliced meat (e.g. salami)</td>
<td>salumi (mpl)</td>
</tr>
<tr>
<td>cooked, boiled</td>
<td>cotto/a, bollito/a</td>
</tr>
<tr>
<td>cream</td>
<td>panna (f)</td>
</tr>
<tr>
<td>crisps</td>
<td>patatine fritte (fpl)</td>
</tr>
<tr>
<td>cucumber</td>
<td>cetriolo (m)</td>
</tr>
<tr>
<td>cup</td>
<td>tazza (f)</td>
</tr>
<tr>
<td>customer</td>
<td>cliente (m/f)</td>
</tr>
<tr>
<td>delicious</td>
<td>delizioso/a</td>
</tr>
<tr>
<td>dessert</td>
<td>dessert (m), dolce (m)</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

dining room
dish of the day
drink
egg
enjoy your meal!
euro
evening meal, dinner
first course
fish
fixed price menu
food
food and drink
food shopping
fork
fruit
fruit juice
fruit pie
glass
grapefruit
grapes
gravy, sauce
green beans
ham
hamburger
hot chocolate
ice cream
ice cream parlour
inn (traditional)
jam
jar
juice
kebab
knife
lamb
lemon
lemonade
lettuce, salad
lunch
main course
margarine
meal
meat
meatball
melon
menu
menu of the day
milk
mince
mineral water
mixed

sala da pranzo (f)
piatto del giorno (m)
bibita (f), bevanda (f)
uovo (m) pl le uova (fpl)
baon appetito!
euro (m)
cena (f)
primo (m)
pesce (m)
menù a prezzo fisso (m)
cibo (m), alimento (m)
cibo (m) e bevande (fpl), generi alimentari (mpl)
spesa (f)
forchetta (f)
frutto (m)
succo di frutta (m)
torta alla frutta (f)
bicchiere (m)
pompeumo (m)
uva (f)
sugo (m), salsa (f)
fagliolini (mpl)
prosciutto (m)
hamburger (m)
choccolata calda (f)
gelato (m)
gelateria (f)
trattoria (f)
marmellata (f)
vasetto (m), barattolo (m)
succo (m)
spiedino (m)
coltello (m)
agnello (m)
lime (m)
limonata (f)
lattuga (f), insalata (f)
pranzo (m)
piatto principale (m)
margarina (f)
pasto (m)
carne (f)
polpetta (di carne) (f)
melone (m)
menù (m)
menù del giorno (m)
latte (m)
carne trita (f)
acqua minerale (f)
misto/a
Foundation tier (cont)

Money
mushroom
mustard
napkin
oil
omelette
onion
orange
packet
pasta
omelette (cont)

soldi (mpl), denaro (m)
fungo (m)
senape (f)
tovagliolo (m)
olio (m)
omelette (f), frittata (f)
cipolla (f)
arancia (f)
pacchetto (m)
pasta (f)
paste (fpl), pasticcini (mpl)
pesca (f)
pera (f)
piselli (mpl)
pepe (m)
peperone (m)
ananas (m)
pizza (f)
pizzeria (f)
coperto (m)
piatto (m)
prugna (f), susina (f)
maiale (m)
porzione (f)
caffettiera (f), teiera (f)
patata (f)
piatto pronto (m), cibo pronto (m)
lampone (m)
ristorante (m)
riso (m)
arrosto (m)
panino (m)
condimento per insalata (m)
sale (m)
salato/a
tramezzino (m), sandwich (m)
salsiccia (f)
self-service (m)
servizio (m)
fetta (f)
spuntino (m)
tavola calda (f), snack-bar (m)
minestra (f), zuppa (f)
specialità (f)
cucchiaio (m)
antipasto (m)
bistecca (f)
fragola (f)
zucchero (m)
caramella (f), dolce (m)
dolce
**Foundation tier (cont)**

Table

table cloth
tart
tasty
tea
tea room
tea spoon
tea time snack
tip (money)
to ask
to drink
to eat
to order
to pay
to serve
to taste
to wait at table, to serve
tomato
tuna
vanilla
vegetable
vegetarian
vinegar
waiter/waitress
water
wine
yoghurt

tavolo (m), tavola (f)
tovaglia (f)
torta (f), crostata (f)
buono/a, saporito/a
tè (m)
sala da tè (f)
cucchiai (m)
merenda (f)
mancia (f)
chiedere, domandare
bere
mangiare
ordinare
pagare
perire
assaggiare
perire (ai tavoli)
pomodoro (m)
tonno (m)
vaniglia (f)
verdura (f)
vegetariano/a
aceto (m)
cameriere (m), cameriera (f)
acqua (f)
vino (m)
yogurt (m)

**Higher tier**

artichoke
appetizing
beer (from the pump)
bitter
boiled egg, hard-boiled egg
cucumber
drink before meal
duck
fried egg
frui/herbal tea
full fat milk
garlic
goat’s cheese
geese
homemade
honey
leeks
lettuce
loaf
medium (steak)
organic food
pistachio

carciofo (m)
appetitoso/a
birra (alla spina) (f)
amaro/a
uovo alla coque (m), uovo sodo (m)
cetriolo (m)
aperitivo (m)
anitra (f)
uovo fritto (m)
tisana (f)
latte intero (m)
aglio (m)
formaggio di capra (m)
oca (f)
fatto/a in casa, artigianale
miele (m)
porri (mpl)
lattuga (f)
pagnotta (f), pancarrè (m)
cottura media (bistecca) (f)
cibo biologico (m)
pistacchio (m)
Higher tier (cont)

- rare (steak)
- raw
- salmon
- saucer
- scrambled egg
- sea food
- (semi-)skimmed milk
- smoked
- spicy
- spinach
- steamed (boiled)
- tasty
- tray
- trout
- turkey
- veal
- well-cooked

- al sangue (bistecca)
- crudo/a
- salmone (m)
- piattino (m)
- uovo strapazzato (m)
- frutti di mare (mpl)
- latte (parzialmente) scremato (m)
- affumicato/a
- piccante
- spinaci (mpl)
- al vapore (bollito/a)
- gustoso/a, saporito/a
- vassoio (m)
- trota (f)
- tacchino (m)
- vitello (m)
- ben cotto/a
### Identity and culture - what my friends and family are like

#### Words relating to dress and style

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

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>size (general), shoe size</td>
<td>misura/taglia (f), numero (di scarpe) (m)</td>
</tr>
<tr>
<td>skirt</td>
<td>gonna (f)</td>
</tr>
<tr>
<td>slipper</td>
<td>pantofola (f), ciabatta (f)</td>
</tr>
<tr>
<td>small</td>
<td>piccolo/a</td>
</tr>
<tr>
<td>smart</td>
<td>elegante</td>
</tr>
<tr>
<td>sock</td>
<td>calza (f)</td>
</tr>
<tr>
<td>sports kit</td>
<td>kit sportivo (m)</td>
</tr>
<tr>
<td>sports shirt</td>
<td>maglia (f)</td>
</tr>
<tr>
<td>spotted</td>
<td>a pois</td>
</tr>
<tr>
<td>striped</td>
<td>a righe</td>
</tr>
<tr>
<td>style</td>
<td>stile (m)</td>
</tr>
<tr>
<td>suit</td>
<td>abito (m), completo (m), tailleur (m)</td>
</tr>
<tr>
<td>sweater, jumper</td>
<td>maglione (m), golf (m)</td>
</tr>
<tr>
<td>sweatshirt</td>
<td>felpa (f)</td>
</tr>
<tr>
<td>swimming costume/trunks</td>
<td>costume da bagno (m)</td>
</tr>
<tr>
<td>tattoo</td>
<td>tatuaggio (m)</td>
</tr>
<tr>
<td>tee shirt</td>
<td>maglietta (f), T-shirt (f)</td>
</tr>
<tr>
<td>tie</td>
<td>cravatta (f)</td>
</tr>
<tr>
<td>tights</td>
<td>collant (mpl)</td>
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<tr>
<td>tracksuit</td>
<td>tuta da ginnastica (f)</td>
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<tr>
<td>trainers</td>
<td>scarpe da ginnastica (fpl)</td>
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<tr>
<td>trousers</td>
<td>pantaloni (mpl)</td>
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<tr>
<td>umbrella</td>
<td>ombrello (m)</td>
</tr>
<tr>
<td>watch</td>
<td>orologio (m)</td>
</tr>
<tr>
<td>wool (woollen)</td>
<td>(di) lana (f)</td>
</tr>
</tbody>
</table>

### Words relating to dress and style

**Higher tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>cardigan</td>
<td>cardigan (m)</td>
</tr>
<tr>
<td>dressing gown</td>
<td>vestaglia (f)</td>
</tr>
<tr>
<td>dyed</td>
<td>tinto/a</td>
</tr>
<tr>
<td>model</td>
<td>modello (m)</td>
</tr>
<tr>
<td>silk (made of silk)</td>
<td>(di/in) seta (f)</td>
</tr>
<tr>
<td>straw hat</td>
<td>cappello di paglia (m)</td>
</tr>
<tr>
<td>tight</td>
<td>stretto/a</td>
</tr>
<tr>
<td>to have one’s hair cut</td>
<td>tagliarsi i capelli</td>
</tr>
<tr>
<td>to have one’s hair done</td>
<td>andare dal parrucchiere</td>
</tr>
<tr>
<td>to put on makeup</td>
<td>truccarsi</td>
</tr>
<tr>
<td>velvet (made of velvet)</td>
<td>(di/in) velluto (m)</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent</td>
<td>adolescente (m/f)</td>
</tr>
<tr>
<td>adult, grown-up</td>
<td>adulto (m)</td>
</tr>
<tr>
<td>adventurous</td>
<td>avventuroso/a</td>
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<tr>
<td>age</td>
<td>età (f)</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>
</tr>
<tr>
<td>at home, at my/our house</td>
<td>a casa, a casa mia/nostra</td>
</tr>
<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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<tr>
<td>bedroom</td>
<td>camera da letto (f)</td>
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<tr>
<td>(date of) birth</td>
<td>(data di) nascita (f)</td>
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<tr>
<td>birthday</td>
<td>compleanno (m)</td>
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<tr>
<td>birthplace</td>
<td>luogo di nascita (m)</td>
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<tr>
<td>block (of flats)</td>
<td>palazzo (m), edificio (m)</td>
</tr>
<tr>
<td>born</td>
<td>nato/a</td>
</tr>
<tr>
<td>bossy</td>
<td>prepotente</td>
</tr>
<tr>
<td>body piercing</td>
<td>body piercing (m)</td>
</tr>
<tr>
<td>boy</td>
<td>ragazzo (m)</td>
</tr>
<tr>
<td>boyfriend</td>
<td>ragazzo (m), fidanzato (m)</td>
</tr>
<tr>
<td>brother</td>
<td>fratello (m)</td>
</tr>
<tr>
<td>brother-in-law, sister-in-law</td>
<td>cognato (m), cognata (f)</td>
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<tr>
<td>brothers and sisters, siblings</td>
<td>fratelli e sorelle, fratelli (mpl)</td>
</tr>
<tr>
<td>cat</td>
<td>gatto (m)</td>
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<tr>
<td>celebrity</td>
<td>persona famosa (f), celebrità (f)</td>
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<tr>
<td>chair</td>
<td>sedia (f)</td>
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<tr>
<td>character, personality</td>
<td>carattere (m), personalità (f)</td>
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<tr>
<td>charming</td>
<td>affascinante</td>
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<td>chatty</td>
<td>chiacchierone/a</td>
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<td>child</td>
<td>bambino/a (m/f)</td>
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<tr>
<td>clothes</td>
<td>vestiti (mpl), abiti (mpl)</td>
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<tr>
<td>comfortable (house, furniture)</td>
<td>confortevole, comodo/a</td>
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<tr>
<td>cousin</td>
<td>cugino (m), cugina (f)</td>
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### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
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<tbody>
<tr>
<td>curly</td>
<td>riccio/a</td>
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<tr>
<td>dad</td>
<td>papà (m), babbo (m)</td>
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<tr>
<td>daily/everyday life</td>
<td>vita quotidiana (f)</td>
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<tr>
<td>daughter</td>
<td>figlia (f)</td>
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<tr>
<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>divorced</td>
<td>divorziato/a</td>
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<td>dog</td>
<td>cane (m)</td>
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<td>engaged</td>
<td>fidanzato/a</td>
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<tr>
<td>eyes</td>
<td>occhi (mpl)</td>
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<tr>
<td>face</td>
<td>faccia (f), viso (m)</td>
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<td>family</td>
<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>first name</td>
<td>nome (di battesimo) (m)</td>
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<td>flat, apartment</td>
<td>appartamento (m)</td>
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<td>foolish, silly</td>
<td>stupido/a</td>
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<td>friend</td>
<td>amico (m), amica (f)</td>
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<td>amichevole</td>
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<td>friendship</td>
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<td>furniture</td>
<td>mobili (mpl)</td>
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<td>girl</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>grandma, granny, grandmother</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>criceto (m)</td>
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<td>bacio (m)</td>
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<td>pigro/a</td>
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<td>English</td>
<td>Italian</td>
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<td>-------------------------</td>
<td>--------------------------</td>
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<td>vita (f)</td>
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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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<td>uomo (m)</td>
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<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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<td>member of the family</td>
<td>membro della famiglia (m), familiare (m)</td>
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<td>mood</td>
<td>umore (m)</td>
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<td>madre (f)</td>
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<td>baffi (mpl.)</td>
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<td>bocca (f)</td>
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<td>multiculturale</td>
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<td>mamma (f)</td>
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<td>vicino/a (di casa) (m/f)</td>
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<td>nephew</td>
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<td>soprannome (m)</td>
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<td>vecchio/a, anziano/a</td>
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<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>figlio unico (m), figlia unica (f)</td>
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<td>opinione (f)</td>
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<td>ottimista</td>
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<td>genitori (mpl)</td>
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<td>festa</td>
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<td>penfriend</td>
<td>amico/a di penna (m/f), corrispondente (m/f)</td>
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<td>people</td>
<td>gente (f sing.)</td>
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<td>animale domestico (m)</td>
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<td>picture</td>
<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>
<td>regalo (m)</td>
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<td>Pretty</td>
<td>carino/a</td>
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<td>Rabbit</td>
<td>coniglio (m)</td>
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<td>Reasonable</td>
<td>ragionevole</td>
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<td>Relationship</td>
<td>rapporto (m), relazione (f)</td>
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<td>Religion</td>
<td>religione (f)</td>
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<tr>
<td>Selfish</td>
<td>egoista</td>
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<tr>
<td>semi-detached house</td>
<td>casa/villetta bifamiliare (f)</td>
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<tr>
<td>sense of humour</td>
<td>senso dell’umorismo (m)</td>
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<tr>
<td>separated</td>
<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)
liisci
studio (m)
c cognome (m)
sondaggio (m), inchiesta (f)
alto/a
numero di telefono (m)
casa/villetta a schiera (f)
magro/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
seembrare (arrabbiato/felice etc.)
rispettare
separarsi, divideri
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)

- Annoying
- Argument
- Career
- Character trait
- Cheeky
- Comfortable (at ease)
- Conceited
- Depressed
- Discrimination
- Faith (religious)
- Fiancé(e)
- Furnished
- Gang
- Gender, sex
- Generous
- Hall (in house), lobby
- Identical twins
- Independent
- Jealous
- Loyal, faithful
- Mad, crazy
- Meeting
- Old age/third age
- Old people’s home
- Pensioner, senior citizen
- Pretentious
- Priest
- Racist
- Relationship
- Relative, relation
- Reliable
- Self-confident
- Sensitive
- Sexist
- Similar
- Single parent
- Spoilt
- Spot, pimple
- Stubborn
- To be disadvantaged
- To experience
- To look after
- To pick on, to harass, to bully
- To resemble/look like
- To suffer
- To support
- To thank
- Underage
- Understanding
- Well-balanced

- Fastidioso/a, irritante
- Litigio (m)
- Carriera (f)
- Tratto caratteriale (m), caratteristica (f)
- Sfacciato/a
- A proprio agio
- Presuntuoso/a, pieno/a di sé
- Depresso/a
- Discriminazione (f)
- Fede (f)
- Fidanzato (m), fidanzata (f)
- Ammobiliato/a, arredato/a
- Banda (f), gruppo (di amici) (m)
- Sesso (m)
- Generoso/a
- Entrata (f), ingresso (m)
- Gemelli identici (mpl)
- Indipendente
- Geloso/a
- Leale, fedele
- Matto/a, pazzo/a
- Riunione (f), incontro (m)
- Vecchiaia/terza età (f)
- Casa di riposo (f)
- Pensionato/a
- Pretenzioso/a
- Prete (m), sacerdote (m)
- Razzista
- Rapporto (m), relazione (f)
- Parente (m/f)
- Affidabile
- Sicuro/a di sé
- Sensibile
- Sessista
- Simile
- Genitore single (m)
- Viziato/a
- Foruncolo (m), brufolo (m)
- Testardo/a
- Essere svantaggiato/emarginato
- Sperimentare, provare
- Badare a, curarsi di, prenderci cura di qc
- Prendere di mira, molestare, intimidire
- Somigliare/assomigliare
- Soffrire
- Sostenere
- Ringraziare
- Minorenne (m/f)
- Comprensione (f)
- Equilibrato/a
Identity and culture: cultural life

Foundation tier

activity
advantage
adventure film
article
athletics
badminton
ball
band/group
basketball
body building
book
bowl
boxing
bridegroom
bridegroom
camera
canoeing
cartoon
CD (compact disc)
celebration, party
changing rooms
chess
Christmas
Christmas Eve
clarinet
classical, classic
climbing/rock climbing
club
collection
comic (magazine)
competition
computer game
concert
cultural life
culture
custom/tradition
cycling
dance/dancing
detective/police (book/film)
disadvantage
disco, nightclub
documentary
drums
Easter
Easter Monday
engagement
entertainment
equipment
extreme sports

attività (f)
vantaggio (m)
film d’avventura (m)
articolo (m)
atletica (f)
badminton (m), volano (m)
palla (f)
band (f), gruppo (m)
pallacanestro (f), basket (m)
body building (m)
libro (m)
bocce (mpl)
pugilato (m), boxe (f)
sposa (f)
sposo (m)
macchina fotografica (f)
canoa (f)
cartoni animati (mpl)
CD (compact disc) (m)
celebrazione (f)/festeggiamento (m), festa (f)
spogliatoi (mpl)
sacchi (mpl)
Natale (m)
vigilia di Natale (f)
clarinetto (m)
classico/a
scalata/arrampicata (f)
circolo (m), club (m)
collezione (f)
fumetto (m)
gara (f), concorso (m)
videogioco (m)
concerto (m)
vita culturale (f)
cultura (f)
usanza (f)/tradizione (f)
ciclismo (m)
ballo (m), danza (f)
(libro/film) poliziesco/giallo
svantaggio (m)
discoteca (f)
documentario (m)
batteria (f sing)
Pasqua (f)
Lunedì dell’Angelo (m), Pasquetta (f)
fidanzamento (m), impegno (m)
divertimento (m)
attrezzatura (f)
sport estremi (mpl)
### Foundation tier (cont)

fanatical about | appassionato/a di qs
fantasy film | film fantasy (m)
festival | festival (m), sagra(f)/festa (f)
flute | flauto (m)
film | film (m)
folk music | musica folk (f), musica popolare (f)
football | calcio (m)
free time | tempo libero (m)
game | gioco (m), partita (f)
games console | console (per videogiochi) (f)
Good Friday | Venerdì Santo (m)
guitar | chitarra (f)
gym | palestra (f)
gymnastics | ginnastica (f)
handball | pallamano (f)
Happy birthday! | Buon compleanno!
Happy New Year! | Buon anno!, Felice Anno Nuovo!
hobby, leisure activity | hobby (m), attività del tempo libero
hockey | hockey (m)
horror film | film di orrore (m)
horse riding | equitazione (f)
ice skating | pattinaggio su ghiaccio (m)
interest/hobby | interesse (m)/passatempo (m)/hobby (m)
judo | judo (m)
karate | karate (m)
keyboard | tastiera (f)
leisure | tempo libero (m)
Lent (period leading up to Easter) | Quaresima (f)
life | vita (f)
magazine | rivista (f)/ giornalino (m)
marriage | matrimonio (m)
martial arts | arti marziali (fpl)
mobile phone | cellulare (m)
Mothers’ day | festa della mamma (f)
mountain bike | mountain bike (f)
mountaineering | alpinismo (m)
MP3 player | lettore MP3 (m)
music | musica (f)
netball | netball (m)
New Year | anno nuovo (m), Capodanno (m)
news | notizie (fpl), telegiornale (m)
orchestra | orchestra (f)
parachuting | paracadutismo (m)
paragliding | parapendio (m)
piano | pianoforte (m), piano (m)
play (theatre) | spettacolo (teatrale) (m)
player | giocatore (m)
pleasure/amusement | piacere (m), divertimento (m)
pocket money | paghetta (settimanale) (f)
pop music | musica pop (f)
quiz show | quiz (televsivo) (m)
**Foundation tier (cont)**

- race/racing
- rap
- reading
- recorder (instrument)
- referee
- rock music
- roller blading
- role model
- romantic
- romantic film/love film
- rugby
- sailing
- saxophone
- science fiction film
- series
- shopping
- show (theatre etc), TV show
- singer
- skate boarding
- skiing
- soap (opera)
- socialising
- social media
- song
- sport
- sports ground
- sporty
- spy story
- squash
- stage
- stereo system/music centre
- surfing
- swimming
- table tennis
- team
- technology
- television
- tennis
- thriller
- toy
- trumpet
- TV channel
- TV programme
- Twelfth Night/Epiphany/6th January
- use of technology
- violin
- volleyball
- water skiing
- western (film etc)

- corsa (f), gara (f), competizione (f)
- rap (m)
- lettura (f)
- flauto dolce (m)
- arbitro (m)
- musica rock (f)
- pattinaggio a rotelle (m)
- esempio (m), modello (m)
- romantico/a
- film romantico/film d’amore (m)
- rugby (m)
- vela (f)
- sassofono (m)
- film di fantascienza (m)
- serie (f)
- compere (fpl)/acquisti (mpl), shopping (m)
- spettacolo (teatrale etc.) (m), spettacolo televisivo (m)
- cantante (m/f)
- fare/andare in skate-board
- sci (m)
- telenovela (f), soap (f)
- socializzazione (f), socializzare
- social media (mpl), media sociali (mpl)
- canzone (f)
- sport (m)
- campo sportivo (m)
- sportivo/a
- storia di spionaggio (f)
- squash (m)
- palcoscenico (m)
- (impianto) stereo (m)
- surf (m)
- nuoto (m)
- ping pong (m), tennis da tavolo (m)
- squadra (f)
- tecnologia (f)
- televisione (f)
- tennis (m)
- thriller (m), giallo (m)
- giocattolo (m), gioco (m)
- tromba (f)
- canale TV/canale televisivo (m)
- programma televisivo (m)
- Epifania (f), Befana (f)
- uso (m) della tecnologia
- violino (m)
- pallavolo (f), volley-ball (m)
- sci d’acqua (m), sci nautico (m)
- western (film etc.)
**Foundation tier (cont)**

- Windsurfing: windsurf (m)
- X box: X-box (f)
- Youth club: circolo giovanile (m)

**Higher tier**

- Archery: tiro con l’arco (m)
- Board game, electronic game: gioco da tavolo (m), gioco elettronico (m)
- Cable TV: TV via cavo (f)
- Camcorder/video camera: videocamera (f), camcorder (f)
- Championship: campionato (m)
- Do it yourself, DIY: fai-da-te (m), bricolage (m)
- Drama (TV etc): dramma (TV etc.) (m)
- Dubbed (film): (film) doppiato
- Earphones: auricolari (mpl), cuffie (fpl)
- Fencing: scherma (f)
- Fishing rod: canna da pesca (f)
- Goal: goal (m), rete (f)
- Half-time: intervallo (della partita) (m)
- Knowledge: conoscenza (f)
- League, division (sports): serie (f), divisione (sportiva) (f)
- Marriage ceremony, wedding: cerimonia di nozze (f), matrimonio (m)
- Melody/tune: melodia/canzone (f)
- Musical comedy (a musical): musicale (m), commedia musicale (f)
- Original version: versione originale (f)
- Remote control: telecomando (m)
- Rowing: canottaggio (m)
- Sailing boat: barca a vela (f)
- Satellite TV: TV satellitare (f)
- Scuba diving: nuoto su baccheo (m)
- Sitcom: sitcom (f)
- Sports equipment: attrezzatura sportiva (f)
- Subtitles: sottotitoli (mpl)
- Tournament: torneo (m)
- Viewer/audience: spettatore (m), pubblico (m)

**Verbs associated with cultural life**

- To be a member of: essere iscritto a, essere membro di
- To collect: collezionare
- To congratulate: congratularsi
- To cycle, go cycling: andare in bicicletta, fare ciclismo
- To dance: ballare
- To do gymnastics: fare ginnastica
- To do sport: fare sport
- To exercise: fare esercizio, fare moto
- To fish/go fishing: pescare/andare a pesca
- To get married: sposarsi
- To go bowling (tenpin): giocare a bowling
- To go for a walk/stroll: andare a fare una passeggiata/passeggiare
- To go horse riding: andare a cavallo, fare equitazione
- To hike, ramble: fare un’escursione, fare una camminata
- To play (a game/sport): giocare (a qc)
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)**
to type
*scrivere al computer, digitare*
to upload
*caricare*
virus
*virus (m)*
web
*rete (f), web (m)*
web page
*pagina web (f)*
webcam
*videocamera digitale (f), webcam (f)*
website
*sito web (m), website (m)*

**Local area, holiday and travel**

**Foundation tier**
abroad
*all’estero*
accommodation
*alloggio (m), sistemazione (f)*
adult
*adulto (m)*
advertisement, advert
*annuncio (m)*
air conditioning/air-con
*aria condizionata (f)*
airport
*aeroporto (m)*
appointment
*appuntamento (m)*
area (in town)
*quartiere (m), zona (f)*
arrival
*arrivo (m)*
art gallery
*galleria d’arte (f)*
asking for help
*chiedere aiuto*
bakery
*panetteria (f)*
balcony
*balcone (m)*
bank
*banca (f)*
bar
*bar (m)*
basement
*seminterrato (m)*
bath
*bagno (m)*
bath tub
*vasca da bagno (f)*
bathroom
*bagno (m)*
beach
*spiaggia (f)*
bed
*letto (m)*
bed and breakfast accommodation
*bed and breakfast (m), pensione (f)*
bed linen
*lenzuola (fpl)*
bicycle/bike
*bicicletta/bici (f)*
bike/car hire
*noleggio biciclette/auto (m)*
boat
*barca (f)*
bowling alley
*bowling (m)*
brand/make
*marca (f)*
bridge
*ponte (m)*
brochure/leaflet
*opuscolo (m), depliant (m)*
building
*edificio (m)*
bus (by bus)
*autobus (in autobus) (m)*
bus stop
*fermata dell’autobus (f)*
bus/coach station
*stazione degli autobus, delle corriere/dei pullman (f)*
business/trade
*commercio (m)*
butcher’s shop
*macelleria (f)*
café
*bar (m), caffè (m)*
calm/peaceful
*calmo/a, tranquillo/a*
campsite
*campeggio (m), camping (m)
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>capital city</td>
<td>capitale (f)</td>
</tr>
<tr>
<td>car</td>
<td>macchina (f), automobile (f)</td>
</tr>
<tr>
<td>car park</td>
<td>parcheggio (m)</td>
</tr>
<tr>
<td>caravan</td>
<td>roulotte (f)</td>
</tr>
<tr>
<td>carriage (train)</td>
<td>carrozza (f), vagone (m)</td>
</tr>
<tr>
<td>castle</td>
<td>castello (m)</td>
</tr>
<tr>
<td>cathedral</td>
<td>duomo (m), cattedrale (f)</td>
</tr>
<tr>
<td>chemist's</td>
<td>farmacia (f)</td>
</tr>
<tr>
<td>church</td>
<td>chiesa (f)</td>
</tr>
<tr>
<td>cinema</td>
<td>cinema (m)</td>
</tr>
<tr>
<td>city/town</td>
<td>città (f)</td>
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<tr>
<td>closed</td>
<td>chiuso/a</td>
</tr>
<tr>
<td>coach</td>
<td>corriera (f), pullman (m)</td>
</tr>
<tr>
<td>coast</td>
<td>costa (f)</td>
</tr>
<tr>
<td>comfortable</td>
<td>comodo/a</td>
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<tr>
<td>commercial</td>
<td>commerciale</td>
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<tr>
<td>compartment</td>
<td>scompartimento (m)</td>
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<tr>
<td>concert</td>
<td>concerto (m)</td>
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<tr>
<td>connection</td>
<td>coincidenza (f)</td>
</tr>
<tr>
<td>corner</td>
<td>angolo (m)</td>
</tr>
<tr>
<td>country</td>
<td>campagna (f)</td>
</tr>
<tr>
<td>country (i.e. nation)</td>
<td>Paese (m), nazione (f)</td>
</tr>
<tr>
<td>countryside, scenery</td>
<td>paesaggio (m)</td>
</tr>
<tr>
<td>crossroads</td>
<td>incrocio (m)</td>
</tr>
<tr>
<td>cycle path</td>
<td>pista ciclabile (f)</td>
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<tr>
<td>dealing with problems</td>
<td>affrontare problemi</td>
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<tr>
<td>degree (temperature)</td>
<td>grado (m)</td>
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<tr>
<td>delay</td>
<td>ritardo (m)</td>
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<tr>
<td>department store</td>
<td>grande magazzino (m)</td>
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<tr>
<td>departure</td>
<td>partenza (f)</td>
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<tr>
<td>destination</td>
<td>destinazione (f)</td>
</tr>
<tr>
<td>diesel (fuel)</td>
<td>diesel (gasolio) (m)</td>
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<tr>
<td>direct</td>
<td>diretto/a</td>
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<tr>
<td>direction</td>
<td>direzione (f)</td>
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<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>
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<tr>
<td>eating out</td>
<td>mangiare fuori</td>
</tr>
<tr>
<td>electrical goods (retailer)</td>
<td>negozio di elettrodomestici (m)</td>
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<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>esperianza (f)</td>
</tr>
<tr>
<td>factory</td>
<td>fabbrica (f)</td>
</tr>
<tr>
<td>farm</td>
<td>fattoria (f)</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

Ferry  
field  
fishmonger's  
flat, apartment  
flight  
floor (on the floor)  
floor, storey (1st, 2nd)  
(it is) forbidden to...  
foreigner  
form  
free (available, vacant)  
full (hotel etc)  
full board (all meals included)  
games room  
garage, service station, petrol station  
greengrocer's  
grocery, grocer's shop  
ground floor  
guest (in a hotel), customer  
guided tour  
half board (B and B and evening meal)  
heating  
hill  
hire of/hiring/renting (e.g. bike, house)  
historic  
holiday, fair/festival  
holidays  
hospital  
hotel  
household goods shop (cleaning materials etc)  
hypermart  
ice rink  
identification, ID  
in advance  
included  
indoor swimming pool  
industrial  
industry  
information office  
inhabitant  
inside  
island  
journey  
key  
lake  
left luggage office/locker  
leisure centre  
library  
lift  
line/route
### 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>
</tr>
<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>
</tr>
<tr>
<td>Nature</td>
<td>natura (f)</td>
</tr>
<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>
</tr>
<tr>
<td>park</td>
<td>parco (m)</td>
</tr>
<tr>
<td>passenger</td>
<td>passeggero/a (m/f)</td>
</tr>
<tr>
<td>passport</td>
<td>passaporto (m)</td>
</tr>
<tr>
<td>passport control</td>
<td>controllo passaporti(m)</td>
</tr>
<tr>
<td>pavement</td>
<td>marciapiede (m)</td>
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<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>
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<tr>
<td>picturesque</td>
<td>pittoresco/a</td>
</tr>
<tr>
<td>pillow</td>
<td>cuscino (m)</td>
</tr>
</tbody>
</table>
**Foundation tier (cont)**

- pitch (for tent)
- place
- places to see
- plane
- platform
- playground
- police station
- policeman/woman
- port
- post office
- postcard
- poster, notice
- preference
- price list
- problem
- province
- public holiday
- public transport
- public/municipal
- railway
- reception
- receptionist
- reduction
- region, area
- rent, rental
- reservation
- return ticket
- river
- road map
- road/street
- (bed) room (in a hotel)
- sea
- (at the) seaside
- season
- seat (train, plane)
- service station
- sheet
- ship
- shop
- (shop) window
- shopping centre
- show
- shower
- sight, place of interest
- sign (road sign)
- single room
- single ticket
- ski resort
- sleeping bag
- sleeping car (in a train)
- snack bar

- piazzola (per tenda) (f)
- posto (m), luogo (m)
- posti da vedere (mpl)
- aereo (m)
- binario (m)
- parco giochi (m)
- stazione di polizia (f), questura (f)
- poliziotto (m), poliziotta (f)
- porto (m)
- ufficio postale (m), posta (f)
- cartolina (f)
- poster (m), avviso (m), cartello (m)
- preferenza (f)
- listino prezzi (m)
- problema (m)
- provincia (f)
- festa (nazionale) (f)
- trasporti pubblici (mpl)
- pubblico/a, comunale
- ferrovia (f)
- reception (f)
- receptionist (m/f)
- riduzione (f)
- regione (f), zona (f)
- affitto(m), noleggio (m)
- prenotazione (f)
- biglietto di andata e ritorno (m)
- fiume (m)
- cartina stradale (f)
- via(f), strada (f)
- camera (di albergo) (f)
- mare (m)
- al mare
- stagione (f)
- posto (m)
- stazione di servizio (f)
- lenzuolo (m)
- nave (f)
- negozio (m)
- vetrina (di negozio) (f)
- shopping centre (m), centro commerciale (m)
- mostra (f), spettacolo (m)
- doccia (f)
- luogo di interesse (m)
- cartello stradale (m)
- camera singola (f)
- biglietto di andata (m)
- località sciistica (f)
- sacco a pelo (m)
- vagone letto (m)
- tavola calda (f), snack-bar (m)
### Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>snack bar, buffet (on a train)</td>
<td>buffet (m), vagone ristorante (m)</td>
</tr>
<tr>
<td>soap</td>
<td>sapone (m)</td>
</tr>
<tr>
<td>souvenir</td>
<td>souvenir (m), ricordo (m)</td>
</tr>
<tr>
<td>spacious</td>
<td>spazioso/a</td>
</tr>
<tr>
<td>sports centre</td>
<td>centro sportivo (m)</td>
</tr>
<tr>
<td>square (in town)</td>
<td>piazza (f)</td>
</tr>
<tr>
<td>stadium</td>
<td>stadio (m)</td>
</tr>
<tr>
<td>stairs, staircase</td>
<td>scala (f), scale (fpl)</td>
</tr>
<tr>
<td>star</td>
<td>stella (f)</td>
</tr>
<tr>
<td>station (railway)</td>
<td>stazione (ferroviaria) (f)</td>
</tr>
<tr>
<td>stop (bus, tram etc)</td>
<td>fermata (autobus, tram etc.) (f)</td>
</tr>
<tr>
<td>suburb, outskirts of town</td>
<td>periferia (della città) (f)</td>
</tr>
<tr>
<td>suitable for drinking</td>
<td>potabile</td>
</tr>
<tr>
<td>suitcase</td>
<td>valigia (f)</td>
</tr>
<tr>
<td>summer camp</td>
<td>campo estivo (m)</td>
</tr>
<tr>
<td>supermarket</td>
<td>supermercato (m)</td>
</tr>
<tr>
<td>supplement</td>
<td>supplemento (m)</td>
</tr>
<tr>
<td>swimming pool</td>
<td>piscina (f)</td>
</tr>
<tr>
<td>taxi</td>
<td>taxi (m)</td>
</tr>
<tr>
<td>television set</td>
<td>televisore (m)</td>
</tr>
<tr>
<td>tennis court</td>
<td>campo da tennis (m)</td>
</tr>
<tr>
<td>tent</td>
<td>tenda (f)</td>
</tr>
<tr>
<td>theatre</td>
<td>teatro (m)</td>
</tr>
<tr>
<td>things to do</td>
<td>cose da fare (fpl)</td>
</tr>
<tr>
<td>ticket inspector</td>
<td>controllore (m)</td>
</tr>
<tr>
<td>ticket office</td>
<td>biglietteria (f)</td>
</tr>
<tr>
<td>ticket, tram, bus or metro ticket</td>
<td>biglietto (del tram, dell'autobus o della metropolitana) (m)</td>
</tr>
<tr>
<td>till, cash desk</td>
<td>cassa (f)</td>
</tr>
<tr>
<td>Timetable</td>
<td>orario (m)</td>
</tr>
<tr>
<td>to be situated</td>
<td>essere situato/a, trovarsi</td>
</tr>
<tr>
<td>to camp (in a tent)</td>
<td>fare campeggio</td>
</tr>
<tr>
<td>to cross</td>
<td>attraversare</td>
</tr>
<tr>
<td>to continue, carry on</td>
<td>continuare</td>
</tr>
<tr>
<td>to follow</td>
<td>seguire</td>
</tr>
<tr>
<td>to function, to work</td>
<td>funzionare</td>
</tr>
<tr>
<td>to hire, to rent</td>
<td>noleggiare, affittare</td>
</tr>
<tr>
<td>to miss (train, bus etc.)</td>
<td>perdere</td>
</tr>
<tr>
<td>to pack/unpack (cases)</td>
<td>fare/disfare le valigie</td>
</tr>
<tr>
<td>to park</td>
<td>parcheggiare</td>
</tr>
<tr>
<td>to turn/switch off</td>
<td>spegnere</td>
</tr>
<tr>
<td>to turn/switch on</td>
<td>accendere</td>
</tr>
<tr>
<td>tobacconist’s shop</td>
<td>tabaccheria (f)</td>
</tr>
<tr>
<td>toilet paper</td>
<td>carta igienica (f)</td>
</tr>
<tr>
<td>toilets</td>
<td>bagni (mpl), toilette (f)</td>
</tr>
<tr>
<td>toothbrush</td>
<td>spazzolino da denti (m)</td>
</tr>
<tr>
<td>toothpaste</td>
<td>dentifricio (m)</td>
</tr>
<tr>
<td>tour</td>
<td>giro (m), tour (m)</td>
</tr>
<tr>
<td>tourist</td>
<td>turista (m/f)</td>
</tr>
<tr>
<td>tourist attraction</td>
<td>attrazione turistica (f)</td>
</tr>
<tr>
<td>tourist information office</td>
<td>ufficio turistico (m), ufficio di turismo (m)</td>
</tr>
</tbody>
</table>
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
**Higher tier (cont)**

Noise

package holiday
procession
registration/check in
roundabout (in road)
rush hour

savings bank
seaside resort
seat belt
speed (limit)
surrounding area, vicinity
to board, embark (plane, boat)
to brake
to confirm
to overtake
to put someone up, accommodate
to run over (traffic accident)
to stay (for a holiday)
to take place, occur
to validate a ticket (e.g. train, tram)
toll
unleaded (petrol)
vehicle

winter/skiing holidays
zoo

**Phrases associated with weather**

**Foundation tier**

bad (weather)
Bright
climate
Cloud
(it is) cloudy
(it is) cold
degree (temperature)
Dry
Fog
(it is) foggy
heat
highest temperature
(it is) hot
(in the) east, eastern
(in the) north, northern
(in the) south, southern
(in the) west, western
it is freezing
it is lightning
it is raining
it is snowing

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
area circostante (f), vicinanze (fpl)
imbarcarsi (aereo, nave)
frenare
confermare
superare, sorpassare
investire
stare, soggiornare
aver luogo, avvenire
convalidare/timbrare il biglietto (treno, tram)
pedaggio (m), casello (m)
(benzina) senza piombo
veicolo (m)
vacanze invernali/sciistiche (fpl), settimana bianca (f)
zoo (m), parco zoologico (m)
brutto
soleggiato, (fa) bel tempo
clima (m)
nuvola (f)
(è) nuvoloso
(fa) freddo
grado (m)
secco/a
nebbia (f)
nebbioso, c’è nebbia
calore (m)
temperatura più alta (f)
(fa) caldo
(a) est/(a) oriente, orientale
(a/nel) nord/(nel) settentrione, settentrionale
(a/nel) sud/(nel) meridione, meridionale
(a) ovest/(a) oriente, orientale
fa freddissimo, è gelido
lampeggia
piove
nevica
**Foundation tier**

- **it is thundering**
- **lightning**
- **lowest temperature**
- **mist**
- **nice (weather)**
- **overcast**
- **rain**
- **season**
- **sky**
- **snow**
- **storm, thunderstorm**
- **sun**
- **sunny, the sun is shining**
- **thunder**
- **to change**
- **to freeze**
- **to rain**
- **to shine**
- **to snow**
- **weather**
- **weather forecast, weather report**

**Higher tier**

- **average temperature**
- **bright spell**
- **changeable**
- **hail**
- **misty**
- **rainy**
- **shower (rain)**
- **stormy**
- **to brighten up**
- **to hail**

**Asking for directions**

- **are you going on foot/in a car?**
- **as far as**
- **continue**
- **cross (over)**
- **go straight on**
- **high street/main street**
- **how do I get to?**
- **it is 100 metres away**
- **it is very close**
- **take the first road on the left**
- **turn left**
- **turn right**

**Translated vocabulary**

- **tuona**
- **lampo (m)**
- **temperatura più bassa (f)**
- **foschia (f)**
- **bello (bel tempo)**
- **coperto, nuvoloso**
- **pioggia (f)**
- **stagione (f)**
- **cielo (m)**
- **neve (f)**
- **tempesta (f), temporale (m)**
- **sole (m)**
- **soleggiato, c’è il sole**
- **tuono (m)**
- **cambiare**
- **gelare**
- **piovere**
- **brillare**
- **nevicare**
- **tempo (meteorologico)**
- **previsioni del tempo (fpl), previsioni meteo (fpl)**
- **vento (m)**
- **ventoso (c’è vento)**

- **temperatura media (f)**
- **schiarita (f)**
- **variabile**
- **grandine (f)**
- **nebbioso/a**
- **piovoso/a**
- **acquazzone (m)**
- **temporalesco/a**
- **rischiararsi**
- **grandinare**

- **vai/va a piedi/in macchina?**
- **fino a**
- **continua/continui**
- **attraversa/attraversi**
- **va/vada sempre dritto**
- **strada principale**
- **per andare a…?**
- **è a 100 metri (di distanza)**
- **è molto vicino**
- **prendi/prenda la prima a sinistra**
- **gira/giri a sinistra**
- **gira/giri a destra**
**Dealing with problems**

### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</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>
</tr>
<tr>
<td>customer service</td>
<td>servizio clienti (m)</td>
</tr>
<tr>
<td>damage</td>
<td>danno (m)</td>
</tr>
<tr>
<td>delivery</td>
<td>consegna (f)</td>
</tr>
<tr>
<td>email address</td>
<td>indirizzo email (m)</td>
</tr>
<tr>
<td>form</td>
<td>modulo (m)</td>
</tr>
<tr>
<td>guarantee</td>
<td>garanzia (f)</td>
</tr>
<tr>
<td>mistake</td>
<td>errore (m)</td>
</tr>
<tr>
<td>payment method</td>
<td>metodo di pagamento (m)</td>
</tr>
<tr>
<td>purse</td>
<td>portamonete (m), borsellino (m)</td>
</tr>
<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>
</tr>
<tr>
<td>telephone number</td>
<td>numero di telefono (m)</td>
</tr>
<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>
</tr>
<tr>
<td>to guarantee</td>
<td>garantire</td>
</tr>
<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>
</tr>
<tr>
<td>wrong number</td>
<td>numero sbagliato (m)</td>
</tr>
</tbody>
</table>

### Higher tier

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</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
A levels (equivalent)
achievement, performance
answer
art
biology
board (blackboard, whiteboard etc)
book
break
calculator
canteen
careers adviser
caretaker
celebrating success
changing room
chemistry
choir
class test, assessment
classroom
clever
copy, script (exam paper)
corridor
desk
detention
dictionary
drama
drama group, acting group
DT (design technology)
education
English
examination
exchange
exercise book
exercise, practice
experiment
fair
felt tip
first day back at school
food technology
foreign languages
fountain pen
French
future plans
GCSE equivalent
geography
German
glue
gym

assente
esame di maturità/di livello avanzato (GB) (m)
risultati (mpl), profitto (m)
risposta (f)
arte (f)
biologia
lavagna (tradizionale, lavagna bianca etc) (f)
libro (m)
pausa (f), intervallo (m)
calcolatrice (f), calcolatore (m)
mensa (f)
consulente di formazione (m/f)
custode (m/f)
celebrare/festeggiare unsuccesso/un buon risultato
spogliatoio (m)
chimica (f)
coro (m)
verifica (f), compito in classe (m)
aula (f), classe (f)
intelligente
copia (f), testo (d’esame) (m)
corridoio (m)
banco (m)
punizione (alunno trattenuto oltre la fine delle lezioni)
dizionario (m)
teatro (m), dramma (m)
gruppo teatrale (m), gruppo di attori (m)
grafica computerizzata (f)
istruzione (f)
ingliese (m)
esame (m)
scambio (m)
quaderno (m)
esercizio (m), pratica (f)
esperimento (m)
giusto/a, equo/a
pennarello (m)
primo giorno di scuola (m)
tecnologia alimentare (f)
lingue straniere (fpl)
penna stilografica (f)
francese (m)
progetti per il futuro (mpl)
esame di licenza media (m)
geografia (f)
tedesco (m)
colla (f)
palestra (f)
Foundation tier (cont)
gymnastics  ginnastica (f)
half-term  vacanza di metà trimestre (f)
hardworking  diligente
headteacher  direttore (m), direttrice (f), preside (m/f)
history  storia (f)
humanities  materie umanistiche (fpl)
(school) holidays  vacanze (scolastiche) (fpl)
homework  compito (m)/compiti (mpl)
ICT  informatica (f)
Italian  italiano (m)
kindergarten, nursery school  scuola materna (f), asilo (m)
laboratory  laboratorio (m)
(modern) languages  lingue (moderne) (fpl)
language lab  laboratorio linguistico (m)
latin  latino (m)
lesson, hour  lezione (f), ora (f)
library  biblioteca (f)
lunch break  pausa pranzo (f)
mark, grade  voto (m)
maths  matematica (f)
media studies  scienze della comunicazione (fpl)
mixed  misto/a
music  musica (f)
oral  orale
pad of paper  blocco (m)/bloc-notes (m)
page  pagina (f)
PE  educazione fisica (f)
pen  penna (f)
pencil  matita (f)
pencil case  astuccio (m)
physics  fisica (f)
plan, project  piano (m), progetto (m)
playground  parco giochi (m)
present (in school)  presente (a scuola)
pressure  pressione (f)
primary school  scuola primaria/scuola elementare (f)
private school  scuola privata (f)
progress  progresso (m)
projector  proiettore (m)
personal and social education (PSE)  educazione civica (f)
pupil  alunno/a (m/f), allievo/a (m/f)
qualification  qualifica (f)
question  domanda (f)
religion, Religious Studies  religione (f)
report  pagella (f), giudizio (m)
result  risultato (m)
rubber  gomma (f)
rule  regola (f)
ruler  righello (m)
secondary school  scuola secondaria (f), scuola media (f)
school  scuola (f)
**Foundation tier (cont)**

- school activities: attività scolastiche (fpl)
- school bag: cartella (f)
- school book: libro scolastico (m)
- school bus: scuolabus (m)
- school day: giorno di scuola (m)
- school exchange: scambio (scolastico) (m)
- school event: evento scolastico
- school group/party: gruppo scolastico (m)
- school hall: salone della scuola (m), sala delle assemblee (f)
- school keeper, caretaker: custode (m/f), bidello/a (m/f)
- school leaving certificate: diploma di maturità (m)
- school report, certificate: pagella (f), diploma (m)
- school trip: gita scolastica (f)
- school year: anno scolastico (m)
- sciences: scienze (fpl)
- scissors: forbici (fpl)
- serious (hardworking): serio/a, diligente
- semester: semestre (m)
- sharpener: temperamatite (m)
- sixth form: scuola superiore (ultimi due anni in Gran Bretagna) (f)
- sociology: sociologia (f)
- Spanish: spagnolo (m)
- sports field: campo sportivo (m)
- sports hall, gym: palestra (f)
- staff room: sala professori (f)
- state: stato (m)
- state school: scuola statale (f)
- strict: severo/a
- strong, good at (subject): bravo/a (in)
- student: studente (m), studentessa (f)
- subject: materia (f)
- success: successo (m)
- successful: di successo
- summer holidays: vacanze estive (fpl)
- supply teacher, cover teacher: supplente (m/f)
- team: squadra (f), gruppo (m)
- technology: tecnologia (f)
- term: trimestre (m)
- test: prova (f), verifica (f)
- tie: cravatta (f)
- timetable: orario (m)
- to answer: rispondere
- to attend (school): frequentare
- to calculate: calcolare
- to carry on: continuare
- to copy: copiare
- to correct: correggere
- to discuss: discutere
- to draw: disegnare
- to fail (an exam): 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
studiaré
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
scuola 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 (anno 12)
yr 13
quarto anno della scuola superiore (anno 13)

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 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’inquisto (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  

studies  

supervisor  
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  
aspiration  
badly paid  
baker  
beyond the classroom  
builder  
building relationships  

business/shop  

busy  

butcher

permesso (m)  

fisica (f) e chimica (f)  

pressione (f)  

pronuncia (f)  

sociologia (f)  

studi (mpl)  

supervisore (m)  

libro di testo (m)  

essere d’accordo su qs  

fare una domanda  

copiare  

lasciare una materia  

spiegare  

seguire  

avere una punizione  

giornalista  

promuovere (la propria conoscenza/le proprie competenze in)  

passare (alla classe/all’anno successivo)  

pronunciare  

saltare le lezioni  

scrivere  

insegnare  

tradurre  

centro di formazione (m)  

traduzione (f)  

università (f)  

perdita di tempo (f)  

(fare un) compito (scritto) di punizione (m)  

attore (m), attrice (f)  

annuncio (m), inserzione (f), pubblicità (f)  

assistente di volo (m/f), hostess (f), steward (m)  

ambizione (f)  

segreteria telefonica (f)  

apprendistato (m)  

architetto (m)  

artista (m/f)  

aspirazione (f)  

mal pagato/a  

fornaio/a (m), panettiere/a (m)  

al di fuori della classe  

costruttore (m), imprenditore edile (m)  

instaurare relazioni  

impresa (f), negozio (m)  

impegnato/a, occupato/a  

macellaio/a (m/f)
**Foundation tier (cont)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Career</td>
<td>carriera (f)</td>
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<tr>
<td>cashier</td>
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<tr>
<td>charity</td>
<td>associazione di beneficenza (f), ente di beneficenza (m)</td>
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<td>civil servant</td>
<td>funzionario/a statale, (m/f), impiegato/a statale (m/f)</td>
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<td>coffee (tea/lunch) break</td>
<td>pausa caffè (tè/pranzo)</td>
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<td>colleague</td>
<td>collega (m/f)</td>
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<td>computer science</td>
<td>informatica di beneficenza</td>
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<tr>
<td>computer scientist</td>
<td>informatico (tecnico) (m)</td>
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<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>
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<tr>
<td>educational</td>
<td>didattico/a, formativo/a</td>
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<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>
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<td>employment</td>
<td>impiego (m), lavoro (m), occupazione (f)</td>
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<tr>
<td>engineer</td>
<td>ingegnere (m), tecnico (m)</td>
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<td>experienced</td>
<td>esperto/a</td>
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<tr>
<td>farmer</td>
<td>agricoltore (m)</td>
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<td>farm worker</td>
<td>bracciaente agricolo (m)</td>
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<tr>
<td>fashion</td>
<td>moda (f)</td>
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<tr>
<td>file</td>
<td>dossier (m), pratica (f), file (m)</td>
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<tr>
<td>fireman</td>
<td>vigile del fuoco (m), pompiere (m)</td>
</tr>
<tr>
<td>folder</td>
<td>cartella (f)</td>
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<tr>
<td>form</td>
<td>modulo (m)</td>
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<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>
</tr>
<tr>
<td>interview (TV or magazine)</td>
<td>intervista (TV o rivista) (f)</td>
</tr>
<tr>
<td>job</td>
<td>lavoro (m), occupazione (f)</td>
</tr>
<tr>
<td>journalist</td>
<td>giornalista (m/f)</td>
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<tr>
<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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<tr>
<td>message</td>
<td>messaggio (m)</td>
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<tr>
<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)
salario (m)

salary
cucito (m), sartoria (f)
domande di impiego (f)

situation wanted
abilità (fpl), competenze (fpl)
società (f), azienda (f), ditta (f)
studente (m), studentessa (f)
studio (m)
insegnante (m/f), professore (m),
professoressa (f), docente (m/f)
maestro/a (m/f)
technician
tecnico (m)
telephone call
telefonata (f)
terms of employment
condizioni d’impiego (fpl)
fare domanda (di lavoro), candidarsi per un lavoro
tagliare, cadere (la linea)
fare il numero
fare un corso
compilare un modulo
archiviare
organizzare
stampare
rappresentare
studiare
formazione (f)
agenzia di viaggi (f)
disoccupazione (f)
università (f)

unemployment
cameriere (m), cameriera (f)
ben pagato/a

well paid
lavoro (m), occupazione (f)

work
esperienza di lavoro (f)

work experience
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
tratto 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**
- **coal**
- **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)**

<table>
<thead>
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<th>English</th>
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<tr>
<td>access</td>
<td>accesso (m)</td>
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<tr>
<td>advantages/disadvantages</td>
<td>vantaggi/svantaggi (mpl)</td>
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<tr>
<td>animal</td>
<td>animale (m)</td>
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<tr>
<td>being &quot;green&quot;</td>
<td>essere &quot;verde&quot;</td>
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<tr>
<td>campaign</td>
<td>campagna (f)</td>
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<tr>
<td>campaigns/good causes</td>
<td>campagne (fpl)/buone cause (fpl)</td>
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<tr>
<td>charity</td>
<td>associazione di beneficenza (f), ente di beneficenza (m)</td>
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<td>coal</td>
<td>carbone (m)</td>
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<td>country</td>
<td>Paese (m)</td>
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<tr>
<td>disaster</td>
<td>disastro (m)</td>
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<tr>
<td>drinking water</td>
<td>acqua potabile (f)</td>
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<tr>
<td>drought</td>
<td>siccità (f)</td>
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<tr>
<td>earth</td>
<td>terra (f)</td>
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<tr>
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<td>elettricità (f)</td>
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<td>energy, power</td>
<td>energia (f)</td>
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<tr>
<td>environment</td>
<td>ambiente (m)</td>
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<tr>
<td>environmental issues</td>
<td>problemi ambientali (mpl)</td>
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<td>commercio equo (m)</td>
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<td>festival (di musica) (m)</td>
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<td>flood, flooding</td>
<td>inondazione (f), alluvione (f), allagamento (m)</td>
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<td>for/against</td>
<td>pro/contro</td>
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<td>(rain) forest</td>
<td>foresta (pluviale) (f)</td>
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<td>gas</td>
<td>gas (m)</td>
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<td>global, world wide</td>
<td>globale, mondiale</td>
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<tr>
<td>hunger, famine</td>
<td>fame (f), carestia (f)</td>
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<td>hurricane</td>
<td>uragano (m)</td>
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<tr>
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<td>internazionale</td>
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<td>international/global dimension</td>
<td>dimensione internazionale/globale (f)</td>
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<td>lack (of)</td>
<td>mancanza (di) (f), carenza (di) (f)</td>
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<td>evento musicale (m)</td>
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<td>natural resources</td>
<td>risorse naturali (fpl)</td>
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<td>oil</td>
<td>petrolio (m)</td>
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<tr>
<td>Olympic games</td>
<td>giochi olimpici (mpl), Olimpiadi (fpl)</td>
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<td>people</td>
<td>gente (f sing), popolazione (f)</td>
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<td>planet</td>
<td>pianeta (m)</td>
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<tr>
<td>pollution</td>
<td>inquinamento (m)</td>
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<tr>
<td>poverty</td>
<td>povertà (f)</td>
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<tr>
<td>protection</td>
<td>protezione (f), tutela (f)</td>
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<tr>
<td>recycling</td>
<td>riciclaggio (m)</td>
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<tr>
<td>rubbish</td>
<td>rifiuti (mpl), spazzatura (f)</td>
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<tr>
<td>sports event</td>
<td>evento sportivo</td>
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<tr>
<td>to die</td>
<td>morire</td>
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<tr>
<td>to live</td>
<td>vivere</td>
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<tr>
<td>to pollute</td>
<td>inquinare</td>
</tr>
<tr>
<td>to protect</td>
<td>proteggere, tutelare</td>
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<tr>
<td>to recycle</td>
<td>riciclare</td>
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<td>to save (water)</td>
<td>risparmiare (acqua)</td>
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**Foundation tier (cont)**

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<td>mondo (m)</td>
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<td>world cup (football)</td>
<td>coppa del mondo (di calcio) (f)</td>
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**Higher tier**

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<td>terremoto (m)</td>
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<td>fresh water</td>
<td>acqua dolce (f)</td>
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<tr>
<td>global warming</td>
<td>riscaldamento globale (m)</td>
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<tr>
<td>instant</td>
<td>istante (m)</td>
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<tr>
<td>rights of man, peoples’ rights</td>
<td>diritti dell’uomo (mpl), diritti umani (mpl)</td>
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<tr>
<td>salt water</td>
<td>acqua salata (f)</td>
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<tr>
<td>security</td>
<td>sicurezza (f)</td>
</tr>
<tr>
<td>solar power</td>
<td>energia solare (f)</td>
</tr>
<tr>
<td>species</td>
<td>specie (mpl)</td>
</tr>
<tr>
<td>sports event</td>
<td>evento sportivo (m)</td>
</tr>
<tr>
<td>spying</td>
<td>spionaggio (m)</td>
</tr>
<tr>
<td>starving</td>
<td>affamato/a</td>
</tr>
<tr>
<td>to (make) compost</td>
<td>trasformare in concime, fare compostaggio</td>
</tr>
<tr>
<td>to benefit</td>
<td>beneficiare</td>
</tr>
<tr>
<td>to lack</td>
<td>aver bisogno di, essere privo di</td>
</tr>
<tr>
<td>to contaminate</td>
<td>contaminare</td>
</tr>
<tr>
<td>to save, to keep safe</td>
<td>salvare, , custodire</td>
</tr>
<tr>
<td>to sort/separate (e.g. rubbish)</td>
<td>separare (es.rifiuti)</td>
</tr>
<tr>
<td>to stay in contact</td>
<td>restare in contatto</td>
</tr>
<tr>
<td>to survive</td>
<td>sopravvivere</td>
</tr>
<tr>
<td>to threaten</td>
<td>minacciare</td>
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<tr>
<td>unfortunate, needy</td>
<td>sfortunato, bisognoso</td>
</tr>
<tr>
<td>volcano</td>
<td>vulcano (m)</td>
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</table>
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><strong>Discount codes</strong></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><strong>Regulated Qualifications Framework (RQF) codes</strong></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><strong>Subject codes</strong></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>
<tr>
<td><strong>Paper codes</strong></td>
<td>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</td>
<td>Paper 1: 1IN0/01 Paper 2: 1IN0/02 Paper 3: 1IN0/03 Paper 4: 1IN0/04</td>
</tr>
</tbody>
</table>

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This specification is Issue 5. 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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