

Scheme of work

Cambridge IGCSE®

Italian (Foreign Language)

0535

For examination from 2015

Cambridge
IGCSE

Scheme of work – Cambridge IGCSE[®] Italian (Foreign Language) (0535)

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Overview

This scheme of work provides ideas about how to construct and deliver a course. The syllabus for Cambridge IGCSE Italian (syllabus 0535) has been broken down into topic areas (A to E) with suggested teaching activities and learning resources to use in the classroom.

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Outline

Whole class (**W**), group work (**G**) and individual activities (**I**) are indicated throughout this scheme of work. The activities in the scheme of work are only suggestions and there are many other useful activities to be found in the materials referred to in the learning resource list.

Opportunities for differentiation are indicated as **Basic** and **Challenging**; there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgement of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

The topic areas within the scheme of work are:

Topic Area A – Everyday activities: Home life and school; Food, health and fitness

Topic Area B – Personal and social life: Self, family and personal relationships; Holidays and special occasions

Topic Area C – The world around us: Home town and local area; Natural and made environment; People, places and customs

Topic Area D – The world of work: Continuing education; Careers and employment; Language and communication in the work place

Topic Area E – The international world: Tourism at home and abroad; Life in other countries and communities; World events and issues

Teacher support

Teacher Support is a secure online resource bank and community forum for Cambridge teachers. Go to <http://teachers.cie.org.uk> for access to specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online.

An editable version of this scheme of work is available on Teacher Support. Go to <http://teachers.cie.org.uk>. The scheme of work is in Word doc format and will open in most word processors in most operating systems. If your word processor or operating system cannot open it, you can download Open Office for free at www.openoffice.org

Resources

An up-to-date resource list for the Cambridge IGCSE Italian (Foreign Language) can be found at www.cie.org.uk

Textbooks:

Textbooks for use with the Cambridge IGCSE Italian (Foreign Language) (0535) syllabus include:

Shepherd, C and Aust, D *Amici: Student Book* Oxford University Press (2004) ISBN: 9780199124244
Oriolo, L *Rapidamente* European Schoolbooks Limited (2003) ISBN: 9780850483062

Websites:

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular pages in the learning resources column for the topic areas have been explored, but not other aspects of these sites, so only these particular resources are recommended. There may be other useful materials on these websites but they have not been checked.

www.languagesonline.org.uk/
www.italian4fun.eu/
www.education.vic.gov.au/languagesonline/italian/
www.adgblog.it/
www.sunderlandschools.org/mfl-sunderland/resources-italian.htm
www.bbcactivelanguages.com/TeachersHome/Resources/Italian/tabid/98/Default.aspx
www.bbc.co.uk/languages/italian/
www.vocab.co.uk/files.htm
www.amazon.it/
www.digitaldialects.com/Italian.htm
www.tripadvisor.it/
<http://robinonawire.wordpress.com/vocabulary-index/>
www.rai.it
www.mediaset.it/canale5/
www.mediaset.it/italia1/
www.mediaset.it/rete4/
www.orientamentoveneto.it/il-sistema-scolastico-italiano
<http://quizlet.com/16914259/le-feste-in-italia-flash-cards/>
jigou.hqw.com/web/webedit/uploadfile/20121226184906435.pdf
www.visitaci.it/
www.italiavacanze.it/
www.alberghi.it/
<http://aighostels.it>
www.camping.it/italy

www.lagrandemela.it/
http://ec.europa.eu/environment/basics/home_it.htm
www.ilquotidianoinclassa.it/2012/11/disastri-naturali-in-italia/
www.ilmeteo.it/flash/italia/
www.filastrocche.it/feste/natale-intorno-al-mondo/
www.rete-news.it/le-feste-piu-strane-del-mondo/
www.focusjunior.it/w-la-scuola/profaiuto/2012/aprile/come-ripassare-bene-trucchi-e-tecniche-per-un-ripasso-perfetto.aspx
<http://it.jobrapido.com/>
www.mediasoft.it/italy/
www.tempoitalia.it/
www.youtube.com/watch?v=sp2kJyK8K5E
http://it.wikipedia.org/wiki/Lingua_italiana_nel_mondo
www.ricetteregionali.net/
www.emergency.it/index.html

Scheme of work – Cambridge IGCSE® Italian (Foreign Language) (0535)

Topic Area A – Everyday activities

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this topic area at the beginning of the Cambridge IGCSE course as it is a very accessible topic area, and will revisit much of the vocabulary and many of the basics previously covered in a preparatory course. In terms of grammar, this topic area is a good opportunity to revise the present tense, although tasks can be adapted to include a variety of tenses if appropriate. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the topic area with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed-ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the topic area is for learners to be able to understand and exchange information on everyday activities. The language aim of the topic area is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the topic area as they judge best for their situation, with supplementary ideas of their own. The learning resources are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the topic area at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this topic area.

Vocabulary	Numbers, time, days and months, question words, daily routine (including appropriate reflexive verbs), school life, school subjects, likes/dislikes, expressions of obligation, food, health
Grammar	Present tense of regular and irregular verbs, <i>avere</i> , <i>essere</i> reflexive verbs, use of present tense with <i>da</i> , position and agreement of adjectives, possessive adjectives, negatives, adverbs of frequency, asking questions, <i>vorrei</i> + infinitive, modal verbs + infinitive, <i>bisogna, occorre, è necessario</i> + infinitive, definite and partitive articles.

Home life and school		
A1 Home life	Learning objective: Learners will be able to understand and exchange information about their daily routine.	
Skills	Suggested teaching activities	Learning resources
AO1 (Listening)	Learners listen to an account of a young person's routine and match actions to times. (W)	<i>Amici</i> Unit 4 provides many resources for this topic.
AO2 (Reading)	Learners are provided with a gapped text describing a young person's routine and are required to fill the gaps with the appropriate verb in the appropriate form. Differentiation can be achieved by either providing the infinitive of the verb to be used next to the gap, requiring learners to select the appropriate verb from a list or asking learners to decide for themselves which verb would be appropriate. (I)	
AO2 (Reading)	Learners are provided with a text in Italian with questions requiring answers in Italian. (I)	www.education.vic.gov.au/languagesonline/italian/sect29/index.html Interactive matching, gap fill and reading exercises to practise daily routine and time. Printable worksheets are also available.
AO3/AO4 (Speaking/ Writing)	Learners complete a grid answering questions about their own daily routine in preparation for a pair work speaking exercise. They then ask the questions to a partner and note the partner's answers in the grid. This can be followed up with a writing exercise where they can describe their own and their partner's routine with the possibility of making comparisons. (G)	www.italian4fun.eu/parole-italiano/ Worksheets to practise telling the time.
AO4/AO3 (Writing/Speaking)	Learners choose or are given the name of a famous person that all learners are likely to know. They invent a typical daily routine taking into account the characteristics of that person. They present this description to the class and the other learners must guess who the famous person is. Alternatively, the class can ask questions to find out the identity of the mystery person. (I/W) (Challenging)	

A2 School routine		
Learning objective: Learners will be able to give and understand information about school, including school descriptions, subjects studied, rules and regulations, likes and dislikes.		
Skills	Suggested teaching activities	Learning resources
AO1 (Listening)	The teacher provides learners with a short explanation of the school system in Italy. Learners are then invited to discuss similarities and differences with the school system in their own country. This can be followed up with a quiz/series of true/false or multiple-choice questions to check understanding. (W)	<i>Amici</i> Unit 5 provides many resources for this topic.
AO4/AO3 (Writing/Speaking)	Having first revised school facilities with flashcards or a simple matching game, learners are provided with a map of their school and asked to label the different areas of the school. (Basic) They can then invent a role play in pairs with one learner as a visitor of the school asking questions and the other providing a tour of the school and the answers. (G)	www.orientamentoveneto.it/il-sistema-scolastico-italiano Explanation of Italian school system.
AO2/AO3 (Reading/Speaking)	Having first revised school subjects with flashcards or a simple matching game (Basic) , learners are provided with an Italian timetable. Working in pairs, learners can describe a day to each other and their partner must be able to identify the correct day. Learners can then discuss which day on the timetable they would prefer and why. (G)	www.italian4fun.eu/parole-italiano/ Provides texts and work sheets for reading comprehension on school life.
AO2/AO4 (Reading/Writing)	Learners are provided with some examples of opinions of school subjects and are asked to sort them into positive and negative opinions. They could then be asked to add some of their own. (I)	www.sunderlandschools.org/mfl-sunderland/resources/Italian/itks3pp3.ppt PowerPoint on school subjects.
AO4 (Writing)	Learners write an account of their favourite/least favourite school day, including opinions and justification for these. Some learners can also describe what their ideal school day would be, with the possibility of presenting these to the class and having a class vote for the best one. (I/W) (Challenging)	www.vocab.co.uk/files/uk/italian/education.htm Vocabulary lists to learn key vocabulary on this topic.
AO4 (Writing)	Learners create a poster/web page/publicity brochure for their school or an imaginary school describing the buildings, routine, school facilities, etc. (I)	0535 Specimen 2014 Paper 4, Question 2 – writing exercise in which candidates are asked to write about their first day at a new school.
AO2 (Reading)	Learners are provided with a text in which a young person describes the rules and regulations in their school. This could be a gap fill, be accompanied by comprehension questions in Italian or require learners to make notes on what is and isn't allowed in the school. They can then compare with their own school and decide which they think is the most fair. (I/G/W)	0535 Specimen 2015 Paper 4, Section 2, Question 3c – writing exercise in which candidates are asked to write about their first day at a new school.

AO1/AO2 (Listening/Reading)	Having first revised clothes with flashcards or a simple matching game (Basic) , learners listen to different opinions about school uniform. They then note in a grid the extent to which they agree/disagree with these opinions and why. (I)	
AO4 (Writing)	This is a good opportunity to attempt a class group writing exercise summarising what is good/bad about the school and what could be changed, with each group focusing on one area of school life. Suggestions can be pooled and a group version produced. Learners can then write their own version independently. This could be in the form of a letter to the head teacher.	
AO3/AO4 (Speaking/Writing)	Learners compare their current school to any previous school they went to, in terms of location, size, facilities, subjects, school rules, opinions and justifications. (G/W) (Challenging)	
Food, health and fitness		
A3 Eating and drinking	Learning objective: Learners will be able to use and understand the language necessary to talk about food and drink. They will be able to give and understand information about food from different parts of the world.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with texts in which young people talk about their eating habits and their favourite food/typical food from their region, and answer a series of comprehension questions in Italian. This is a good opportunity to revise food and meal vocabulary and add new more sophisticated adjectives to describe food. (I)	<i>Amici</i> Units 4 and 12 provide many resources for this topic.
AO3 (Speaking)	Learners work in pairs and ask each other questions about their eating habits. This type of speaking exercise can be very guided (with the teacher providing the questions and a frame for the answers) (Basic) , or more learner-led with the teacher just providing the main points for discussion. (G) (Challenging)	www.digitaldialects.com/Italian/Food.htm Interactive exercise to revise food vocabulary.
AO1/AO4 (Listening/Writing)	Learners listen to descriptions of dishes and try and match them to photos being displayed or on a worksheet. (Basic) They then choose a typical dish from their country (or the teacher can provide these to avoid too much repetition), write a short description of it and then present their description to their partner/group to see if they can guess what it is. (I/G)	www.adgblog.it/category/tempo-libero/cucina-italiana/ Series of texts of varying degrees of difficulty on Italian food.
AO3/AO4 (Speaking/Writing)	Do a class survey to see who has a healthy diet. Learners work first in small groups and	0535 Specimen 2015 Paper 4, Section 1, Question 2 – writing exercise in which candidates are asked to write about their eating habits, sport and healthy and unhealthy lifestyles.

	then feedback their results to the rest of the class. There can then be a class discussion on what learners should do to maintain a healthy lifestyle. Learners can report the results in a piece of writing comparing their own eating habits to that of the whole class. (Challenging) This would also be an opportunity for learners to create posters to promote healthy eating. (G/W)	
A4 Health and fitness	Learning objective: Learners will be able to give and understand information about health and discuss the importance of maintaining a healthy lifestyle.	
Skills	Suggested teaching activities	Learning resources
AO4 (Writing)	Learners are provided with a picture of a human body to be labelled. This can be done in the form of a timed competition in teams with the team managing to label the most body parts correctly in a certain length of time being the winners. (I/G) (Basic)	<i>Amici</i> Units 12 and 19 provide many resources for this topic.
AO1 (Listening)	Learners listen to people talking about various ailments and are required to note the body part that is causing the problem. This will enable the expressions <i>avere mal di, mi fa male ...</i> , <i>farsi male a...</i> to be introduced/revised. (I)	www.sunderlandschools.org/mfl-sunderland/resources-it-ks3.htm PowerPoint slides on parts of the body.
AO2 (Reading)	Learners are given a list of ailments and remedies and are required to match them appropriately. (I)	www.italian4fun.eu/parole-italiano/ Worksheets on the body and health.
AO1/AO3 (Listening/Speaking)	Learners listen to conversations taking place at a doctor's surgery and answer questions on the ailments and the remedies. They can then in pairs perform role plays at the doctor's or at the chemist's. (I/G)	www.education.vic.gov.au/languagesonline/italian/sect30/index.htm Interactive exercises for revising parts of the body.
AO2/AO4 (Reading/Writing)	Learners read a text about the dangers of tobacco and alcohol and do a series of exercises: gap fill, find the Italian for ..., answering questions. They then identify the different reasons that are given for certain behaviours and note them in a grid, sorting them into reasons why people drink and smoke and why they don't. (I)	0535 Specimen 2014 Paper 1, Section 2, Exercise 2 – listening exercise about two rugby players.
AO1/AO4 (Listening/Writing)	Learners listen to people describing what they do to stay in good health and note their answers in the grid provided by the teacher. They then write a summary of the answers and give their opinion on what the most efficient methods are. (I)	
AO3 (Speaking)	The teacher provides learners with a grid containing different questions about healthy living and lifestyles. This grid acts as the board for the game. Learners work in groups of three or four, each group has a dice and each learner has a counter. Learners take it in turns to roll the dice and move their counter forward the appropriate number of spaces. If the learner is able to give an adequate answer to the question on which s/he has landed	

AO4 (Writing)	<p>s/he may play again. If not, the next learner takes their turn. The player who gets to the end of the questions first is the winner. (G)</p> <p>Learners should now be ready to complete a writing exercise that will enable them to use language learnt in the course of this topic area. This could be a poster or leaflet promoting a healthy lifestyle, an article for a school magazine warning of the danger of cigarettes and alcohol, a letter to the head of the school recommending changes to the meals at school. (I) (Challenging)</p>	
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Scheme of work – Cambridge IGCSE® Italian (Foreign Language) (0535)

Topic Area B – Personal and social life

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this topic area at the beginning of the Cambridge IGCSE course and it could be taught either immediately before or immediately after Topic Area A, as, like Topic Area A, it will revisit much of the vocabulary and many of the basics previously covered in a preparatory course. When planning when to teach some parts of this topic area, teachers may wish to consider dates in the calendar year of the most significant festivals and special occasions for their particular learners. In terms of grammar, Topic Area B provides plenty of opportunities for revising and manipulating past, present and future tenses, as well as introducing the conditional tense if appropriate. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the topic area with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed-ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. The timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the topic area is for learners to be able to understand and exchange information on themselves, their families as well as their leisure and holiday activities. Teachers are reminded that the subject of families can be a sensitive one and that it may be useful to plan to use resources that take into account all types of family units represented in their teaching group. The language aim is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the topic area as they judge best for their situation, with supplementary ideas of their own. The learning resources are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the topic area at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this topic area.

Vocabulary	Family members, friends and friendship, pets, colours, appearance, personal characteristics, countries and nationalities, rooms, furniture and fittings, kitchen utensils, household tasks, hobbies and leisure activities, entertainment, making suggestions and excuses, accepting and refusing, restaurants and cafés including meals, menus and possible problems, festivals and special occasions, holidays, transport, holiday accommodation
Grammar	Present tense of regular and irregular verbs, <i>stare</i> + gerund, perfect tense of <i>avere</i> and <i>essere</i> verbs, future tense, conditional mood, reflexive verbs in past, present and future tenses, position and agreement of adjectives, emphatic pronouns, prepositions with places and with means of transport, negatives, asking questions, <i>giocare a</i> , <i>fare</i> + activity, comparatives and superlatives, imperfect tense, <i>se</i> clauses

Self, family and personal relationships

B1 Self, family, pets, personal relationships

Learning objective: Learners will be able to understand and exchange information about themselves, their families and friends (including household pets).

Skills	Suggested teaching activities	Learning resources
AO4/AO2/AO3 (Writing/Reading/ Speaking)	Having revised vocabulary to describe appearance and personal characteristics (through matching or memory games) (Basic) , learners write an anonymous self-portrait, with or without the help of a writing frame provided by the teacher. Learners then work in groups, picking a self-portrait at random, reading it and then guessing which member of the group is the author of the description. (I/G)	<i>Amici</i> Units 0, 1, 2 and 16 provide many resources for this topic. www.sunderlandschools.org/mfl-sunderland/resources-it-ks3.htm
AO1 (Listening)	Having revised vocabulary related to family relationships (including verbs such as <i>assomigliare a</i> , <i>andare d'accordo con</i> , <i>litigare</i> ...), learners listen to young people talking about relationships within their families and note information in a grid provided by the teacher. Differentiation is made possible here by adding an 'any other interesting information' column to the grid. (W)	PowerPoint slides on this topic to revise vocabulary related to appearance and family members. www.education.vic.gov.au/languagesonline/italian/topic10/index.htm
AO2 (Reading)	Learners are provided with a text in which a young person describes themselves and their family, and answer comprehension questions on the text. This can provide them with a model for describing their own family, either as a written or oral presentation to be shared with the rest of the class. Similar activities including information about friends and pets can also be envisaged. (I/W)	Interactive exercises for revising simple family-related vocabulary and talking about people. www.italian4fun.eu/parole-italiano/ Worksheets for revising pet vocabulary.
AO4/AO3 (Writing/Speaking)	Learners create their own family tree with the name of each family member and their relationship to the learner. (Basic) This can be created as an IT task. Resulting family trees can be displayed or can be the basis for a question / answer session in groups or	www.bbc.co.uk/languages/italian/talk/family/ www.bbc.co.uk/languages/italian/lamappa/ Short videos covering topic of family relationships. Vocabulary and grammar

AO4 (Writing)	pairs during which learners exchange information about their families. (I/G) Learners choose or are given the name of an Italian-speaking personality (sportsman, singer, actor, etc.), find out personal information about them (date and place of birth, physical description etc.) and their families (name and nationality of parents, number of brothers and sisters, etc.). This information can be presented as a poster or an oral presentation to the class. (I/W)	exercises are also provided. 0535 Specimen 2014 Paper 2, Section 2, Exercise 2 – writing exercise in which candidates are asked to describe their family and hobbies.
AO3 (Speaking)	Learners are given the names/pictures of famous people (real or fictional) and are asked to say whether they think that person would make a good friend or not, justifying their opinion. This could lead to a class debate and vote on which personality would be the best 'friend material'. (I/W)	0535 Specimen 2014 Paper 1, Section 2, Exercise 1 – listening exercise in which young people discuss ways of staying in touch with their friends.
AO2/AO4 (Reading/Writing)	Learners read extracts from an Italian problem page with letters about friends and family relationships and then write their own letters. This could be adapted to a pairwork task where one learner writes a letter explaining their problem and their partner writes an answer to it. (I/G) (Challenging)	
B2 House and home	Learning objective: Learners will be able to give and seek information about peoples' homes and rooms and they will be able to discuss household tasks.	
Skills	Suggested teaching activities	Learning resources
AO1/AO2/AO4 (Listening/Reading/Writing)	There are many television programmes worldwide featuring tours of homes of celebrities or makeovers of home interiors. These formats can be used to inspire activities on this topic that many young people will be able to relate to. Learners revise vocabulary related to house and home by labelling a picture provided by the teacher. (Basic) The teacher then describes a lavish house with the help of pictures. This is a good opportunity for introducing some new adjectives and adverbs and revising rules of position and agreement. Learners then complete gaps in a text describing a lavish house that can serve as a model for their own writing. (W/I)	<i>Amici</i> Units 3 and 4 provide many resources for this topic. www.vocab.co.uk/files/uk/italian/unstressed/home.htm Vocabulary list on house and home.
AO3 (Speaking)	In groups, learners imagine they are a group of people who share a house. They take it in turns to describe the house by each adding a sentence to the description. Each member of the group must repeat what has gone before and add a new sentence. The winner is the member of the group who can remember all parts of the description. The teacher will decide how much guidance will be given for this activity (the number of adjectives to be used, whether the position of the rooms is to be given using prepositions, etc). (G)	www.education.vic.gov.au/languagesonline/italian/sect35/index.htm Interactive exercises for revising rooms in the house, furniture and prepositions. www.italian4fun.eu/parole-italiano/ Worksheets for revision of rooms, furniture and household-task vocabulary.

AO4 (Writing)	Learners write a description of where they live and their opinion of it (either true or imaginary). This task can be extended to a description of their ideal home, using the conditional. (I) (Challenging)	
AO2/AO4 (Reading/Writing)	Learners produce a 'For Sale' or 'For Rent' poster of their home (real or imaginary) with a full description of the rooms and amenities. They should be encouraged to use lots of adjectives to make the property sound as attractive as possible. (I)	
AO1 (Listening)	Having learnt/revised vocabulary needed to discuss household tasks (Basic) , learners listen to some young people discussing what they do to help around the house and fill in a grid or gap fill to demonstrate understanding. (W)	
AO2/AO4 (Reading/Writing)	This is a good opportunity to revise adverbs of frequency and time expressions. Learners could be asked to complete some sentences related to household tasks with verbs in different tenses to express what they usually do, did in the past or will do in the future to help around the house. (I)	
AO3 (Speaking)	Learners are provided with a grid so that they can ask and answer questions in groups about who does what to help around the house and when. The results of this group survey can then be pooled to create a survey of the whole class and the results displayed. (G/W)	
AO4 (Writing)	At the end of this section on family and home, learners can put together what they have learnt by writing the scenario for an imaginary soap opera, including a list of characters, a short description of where they live and the relationship between them and an outline of what happens in the first episode. If time, this could be extended to some learners acting out part of an episode. (I/G) (Challenging)	
B3 Leisure, entertainments, invitations	<p>Learning objectives: Learners will be able to understand and give information about leisure and entertainment and will be able to exchange and justify opinions about them.</p> <p>Learners will be able to accept and refuse invitations to go out, and give excuses.</p>	
Skills	Suggested teaching activities	Learning resources
AO1/AO4/AO3 (Listening/Writing/ Speaking)	Learners listen to young people talking about their leisure activities and complete a gap fill exercise (Basic) . This will provide them with a model for writing a short paragraph about their own leisure activities and/or the teacher can provide a writing frame. Learners are then given a series of questions and are asked to interview each other in pairs or groups to find out about each other's hobbies. (W/I/G)	<p><i>Amici</i> Units 2 and 14 provide many resources for this topic.</p> <p>www.vocab.co.uk/files/uk/italian/leisure.htm Leisure vocabulary list.</p>

AO3 (Speaking)	Learners are each given a card on which there is either the name of a leisure activity or the words <i>la verità</i> . The learner must convince the class that they are an expert in whatever activity they have been given. If they have a <i>verità</i> card they must present a leisure activity they really do. One learner is put in the 'hot seat' and the class asks questions to decide whether they are telling the truth or not. The teacher can provide questions or learners can come up with their own. This activity provides the opportunity for practising tenses, question forms, adverbs of frequency and expressions of opinion. The teacher can impose certain rules (language to be used, question types, number of questions ...) or give learners more freedom of expression, depending on the level of the class. (W)	http://www.education.vic.gov.au/languageonline/italian/sect23/index.htm Interactive exercises for revising favourite pastimes. www.italian4fun.eu/parole-italiano/ Worksheets for revision of leisure activities and sport. www.rai.it www.mediaset.it/canale5/ www.mediaset.it/italia1/ www.mediaset.it/rete4/ For links to the main Italian TV channels.
AO3/AO4 (Speaking/Writing)	Having revised vocabulary related to sporting activities (Basic) , learners are shown pictures of sportspeople in various contexts and states of fitness with a list of adverbs that they are asked to match to each picture (<i>regolarmente, raramente, rapidamente, lentamente, energicamente, tranquillamente, dentro, fuori, ...</i>). Some adverbs could be used for more than one picture, which could lead to some debate and justification of answers. Learners then write a short article about what sports they do when and where, trying to include as many different adverbs as possible. (W/I)	0535 Specimen 2014 Paper 2, Section 2, Exercise 2 – writing exercise in which candidates are asked to describe their family and hobbies.
AO2 (Reading)	Having revised vocabulary needed to talk about different types of TV programmes, learners read a variety of texts in which young people discuss their favourite and least favourite TV programmes. They then complete a variety of comprehension exercises. (I)	0535 Specimen 2015 Paper 4, Section 2, Question 3a – writing exercise in which candidates are asked to write about going out with friends and free time in general.
AO4/AO3 (Writing/Speaking)	Learners choose a popular TV programme and write a short description of it, without naming it. Then in groups or pairs learners take turns to present their programme and the others must guess the title. (I/G)	0535 Specimen 2014 Paper 2, Section 3, Exercises 1 and 2 – reading exercise on a youth film festival and a professional stuntman.
AO4 (Writing)	Learners complete sentences comparing different TV programmes enabling them to practise comparative and superlative structures. (I)	
AO3/AO4 (Speaking/Writing)	Learners conduct a survey in groups to find out what the most and least popular TV programmes are and why. (Basic) Results can then be shared and a whole class survey produced. (G/W)	0535 Specimen 2014 Paper 1, Section 3, Exercise 1 – listening exercise about a young singer.
AO4 (Writing)	Similar activities to those described above can be put in place to discuss books and films. At this point learners should be in a position to undertake continuous writing tasks such as TV / book / film reviews or discursive essays comparing types of entertainment, eg: <i>La lettura contro la televisione, Leggere è uno spreco di tempo, Quello che penso dei reality show.</i> (I) (Challenging)	www.amazon.it/ Provides access to short descriptions and reviews in Italian of all types of books. A selection of these can be given to learners to

AO2 (Reading)	Learners read various advertisements for different types of entertainments (theatre, cinema, music, exhibitions, etc.) and complete a variety of exercises identifying the type of entertainment, date, time, price, etc. (I)	guess the title of some well-known books.
AO1/AO3 (Listening/Speaking)	Learners listen to phone conversations of people booking entertainment and note relevant information in a grid. (Basic) They can then make up similar dialogues in pairs. Learners can be encouraged to imagine different characters for their dialogues (an angry customer, a very bored receptionist ...). (I/G) (Challenging)	0535 Specimen 2014 Paper 3, RP Cards 4, 5, 6, RP A Booking concert tickets
AO2/AO3 (Reading/Speaking)	Learners read dialogues in which two people are discussing going out and pick out/match/classify useful expressions for agreeing/disagreeing/making suggestions/making excuses. They can then make up similar dialogues in pairs. These dialogues can be performed to the class with the class being given the task of noting the final outcome of the discussion. (I/G/W)	
B4 Eating out	Learning objective: Learners will be able to seek information about eating out and respond to questions about their food requirements.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners read advertisements and menus for different restaurants as well as short descriptions of potential clients. They then match the clients to the restaurant they think will be the most appropriate and justify their answer. (I/G) (Basic)	<i>Amici</i> Units 9 provides many resources for this topic.
AO3 (Speaking)	Learners complete role play exercises in which they order food and drink and explain their requirements. (Basic) There are many opportunities here to set up role play situations in class with learners working in groups and acting out sequences. While one group is acting out a scenario, others can write out the order, to assess understanding. (G/W)	www.bbc.co.uk/languages/italian/lamappa/episode/9 Video and interactive exercises on eating out and ordering food.
AO1/AO3 (Listening/Speaking)	Learners listen to conversations in restaurants when there is a problem (something is missing or a mistake has been made). Once useful expressions have been identified (<i>manca, non c'è (più)</i>), in pairs, learners devise dialogues containing these expressions and come up with suitable solutions. (I/G)	0535 Specimen 2014 Paper 3, RP Cards 1, 2, 3, RP A Ordering in a restaurant
AO4 (Writing)	Learners write a description of a recent visit to a restaurant, either positive or negative. Alternatively they could write a description of their dream meal in a restaurant, including who they would have as guests around the table and why. (I) (Challenging)	0535 Specimen 2015 Paper 2, Section 2, Exercise 1 – reading exercise on a restaurant in Rome.
AO4 (Writing)	Learners design their own restaurant menu and publicity in poster or brochure form. (I)	

Holidays and special occasions		
B5 Festivals and special occasions	Learning objective: Learners will be able to exchange information about festivals and special occasions and will gain some understanding of significant festivals in Italy and Italian-speaking regions.	
Skills	Suggested teaching activities	Learning resources
AO1/AO2 (Listening/Reading)	Learners are provided with a list of dates and significant Italian national festivals. With the help of a recorded or printed text they match up the different festivals with the correct date in the calendar. (I) (Basic)	<i>Amici</i> Unit 11 provides many resources for this topic.
AO1/AO2/AO4 (Listening/Reading/Writing)	Learners listen to or read the accounts of young people describing a variety of different festivals (Christmas, Diwali, Aïd ...) and carry out different gap fill/comprehension tasks. They then choose a festival that is significant to them and write a description of it. (I)	www.italian4fun.eu/parole-italiano/ Worksheets for revision of Italian and international festivals.
AO4/AO2 (Writing/Reading)	Learners prepare invitations to a special occasion. These are then placed into a box, each learner picks an invitation out at random and writes a reply to it, saying whether they can come and if so what they are looking forward to and if not why they won't be able to make it. (I/W)	http://quizlet.com/16914259/le-feste-in-italia-flash-cards/ Flashcards to practise Italian festivals.
AO2/AO4 (Reading/Writing)	Learners read descriptions of birthday celebrations and then write a description of their favourite birthday ever or their worst birthday ever. (I) (Challenging)	jigou.hqwy.com/web/webedit/uploadfile/20121226184906435.pdf Descriptions of important Italian festivals.
B6 Holidays; getting around	Learning objective: Learners will be able to exchange information about different types of holidays and discuss appropriate means of transport.	
Skills	Suggested teaching activities	Learning resources
AO3 (Speaking)	Before beginning this section on holidays, it would be a good idea to revise names of countries and adjectives of nationality. This can be done with the help of a map and a simple matching exercise, possibly in teams, the winning team being the one to match the most countries with their name in Italian in a given time. (G/W) (Basic)	<i>Amici</i> Units 6 and 7 provide many resources for this topic.
AO1 (Listening)	Learners listen to a selection of people talking about the types of holiday they go on and the reason for their choice (<i>andare all'estero, prendere il sole, visitare i monumenti</i> , etc.) Learners note relevant information. (I)	www.visitaci.it/ Provides information on different regions and places to visit in Italy. www.italiavacanze.it/ Holiday website that could be used to describe

AO2 (Reading)	Learners read texts in which young people describe what activities they like and dislike doing on holiday and complete a series of vocabulary recognition and comprehension exercises. (I) (Basic)	and compare different types of holidays.
AO2 (Reading)	Learners are provided with a series of positive and negative comments and opinions on holidays taken from previous exercises and classify them into two columns. (I)	0535 Specimen 2014 Paper 1, Section 1, Exercise 2 – listening exercise on tourist attractions in Verona.
AO3 (Speaking)	Having revised transport vocabulary and prepositions used with different types of transport, learners are provided with some simple advertisements including the destination, means of transport, travelling time and price. They discuss in pairs and then present to the class their choice of transport and the reason for their choice. (G/W) (Basic)	0535 Specimen 2014 Paper 2, Section 2, Exercise 1, – reading exercise about a holiday that went wrong.
AO3/AO4 (Speaking/Writing)	Learners take it in turns to ask and answer questions about where they usually go on holiday, what they usually do, what they particularly like and dislike about going away on holiday and where they went on a previous holiday. Learners can then compare their own experience with that of their partner and write an article with their conclusions. (G/I) (Challenging)	0535 Specimen 2015 Paper 4, Section 1, Question 1 – writing exercise in which candidates are asked to list items to take to the beach.
AO2/AO3 (Reading/Speaking)	Learners are provided with advertisements for holidays from holiday brochures or websites. They must decide which holiday they like best and why, and present their conclusions. (G/I)	0535 Specimen 2014 Paper 3, RP Cards 3, 6, 9, RP B Delay at the airport.
AO4 (Writing)	Learners write a description of the holiday or a postcard from the destination they have chosen. (I)	
AO3 (Speaking)	Teach the phrases <i>Se io avessi la scelta, se io potessi ecc</i> and lead a class discussion in which learners say where they would go and with whom and how they would travel if they had the choice. (W) (Challenging)	
AO1 (Listening)	Learners listen to a series of young people describing their ideal holiday and note information in a grid provided. (W)	
AO3/AO4 (Speaking/Writing)	Having identified and practised the correct tenses for use in <i>se</i> clauses, the class plays the game ‘ideal holiday consequences’. Provide each learner with a blank piece of paper on which the answers to the questions that follow below will be written. After each question has been answered, the paper is folded over to hide what has just been written and passed on to the next person who answers the following question and so on. Each learner then takes it in turn to narrate each complete scenario. The questions are: <i>Se tu potessi scegliere, dove andresti in vacanza? Con che mezzo di trasporto? Con chi? Cosa faresti? Perché questa sarebbe la vacanza dei tuoi sogni?</i> . (G/W) (Challenging)	

B7 Accommodation		
Learning objective: Learners will be able to seek information about holiday accommodation and respond to questions about their accommodation requirements.		
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with descriptions of hotels and descriptions of potential clients who they must match with a hotel and justify their choice. (I)	<i>Amici</i> Unit 8 provides many resources for this topic.
AO1 (Listening)	Learners listen to conversations in which people are enquiring about hotel accommodation and booking rooms. Learners note information in a grid provided. (W) (Basic)	www.alberghi.it/ Information on hotels in Italy.
AO3 (Speaking)	Having introduced the vocabulary necessary to talk about different types of hotel rooms (<i>una camera doppia, per una persona, con vista sul mare, etc.</i>), learners work in pairs to invent and perform role play tasks to request and reserve accommodation. The teacher can provide simple cue sheets using visual or verbal clues to help learners construct their dialogue. (G) (Basic)	http://aighostels.it Information on youth hostels in Italy. www.camping.it/italy Information on campsites in Italy.
AO4 (Writing)	Learners write a letter to a tourist office to find a holiday home to rent giving as much detail about their requirements as possible (dates, length of stay, number of people, type of room) and enquiring about cost and facilities. (I)	www.tripadvisor.it/ Italian version of the website with reviews of holidays and hotel accommodation.
AO1 (Listening)	Many course books provide resources related to hotel problems. Having taught specific vocabulary through flashcards, matching or labelling a picture, learners listen to conversations about problems in a hotel and identify the problems on a grid provided. (W)	
AO3 (Speaking)	Learners carry out role play tasks on the theme of experiencing problems with hotel accommodation. (G)	
AO4 (Writing)	Using the Italian Youth Hostel Association website (http://aighostels.it), select four to six different youth hostels from different Italian regions and create 12 true/false statements for learners to answer. (I)	
AO3 (Speaking)	Learners carry out role play tasks on the theme of asking for information and booking youth hostel accommodation. (G) (Basic)	
AO3 (Speaking)	Learners in groups are directed to particular campsites at www.camping.it/italy . The group is then asked to write a description of the campsite it has been allocated, but without attaching a name to the description. Learners are asked to match the descriptions provided by their classmates to the campsites. (G)	

AO3 (Speaking)	Learners carry out role play tasks on the theme of asking for information and booking campsite accommodation. (G) (Basic)	
AO4 (Writing)	Learners choose one of the hotels/youth hostels/campsites discovered in the course of this topic area. They write a letter of complaint after their stay. (I) (Challenging)	
AO4 (Writing)	Learners write an entry to a travel review website either recommending or warning against the accommodation in which they have stayed. (I) (Challenging)	

Scheme of work – Cambridge IGCSE® Italian (Foreign Language) (0535)

Topic Area C – The world around us

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this topic area after Topic Area A and/or Topic Area B as it gives learners the opportunity to use a variety of tenses which will have been revised at the beginning of the Cambridge IGCSE course. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the topic area with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed-ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the topic area is for learners to be able to understand and exchange information about their home town and local area including urban and natural environments and travel and transport. The language aim of the topic area is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the topic area as they judge best for their situation, with supplementary ideas of their own. The learning resources in this topic area are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the topic area at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this topic area.

Vocabulary	The local places in the town/countryside, countries, environment, weather, directions, shops, shopping (food & clothes), post office, bank, lost property, numbers, time, travel and transport vocabulary, forms of transport, enquiries about transport, buying tickets, etc., railway/bus station and airport facilities, private and public transport.
Grammar	Revision of present, perfect, imperfect and future tenses, imperative, revision of the partitive article, demonstrative adjectives and pronouns, the pronouns <i>ci</i> and <i>ne</i> , prepositions with places, revision of adjectives, comparatives, superlatives. Extension: the passive, <i>si passivante</i> , the perfect infinitive

Home town and local area		
C1 Home town and geographical surroundings	Learning objective: Learners will be able to give and seek information about the local area.	
Skills	Suggested teaching activities	Learning resources
AO1/AO2 (Listening/Reading)	Having revised the vocabulary necessary for talking about places in a town, learners listen to and/or read texts in which people are talking about their towns and do various comprehension/gap fill exercises on them. (W) (Basic)	<p><i>Amici</i> Unit 3 provides many resources for this topic.</p> <p>www.vocab.co.uk/files/uk/italian/town.htm Vocabulary on town.</p> <p>www.italian4fun.eu/parole-italiano/ Worksheets on town.</p>
AO3 (Speaking)	In small groups learners take it in turns to describe a town, each adding a sentence to the description. Each member of the group must repeat what has gone before and add a new sentence. The winner is the member of the group who can remember all parts of the description. The teacher will decide how much guidance will be given for this activity. (G)	
AO3 (Speaking)	Learners interview each other about their region. They can be provided with suitable questions or given time to write their own. (G)	
AO4 (Writing)	Learners produce an illustrated leaflet, brochure or web page about their own town or their favourite town. They can be encouraged to look at websites of Italian towns for inspiration. (I)	
AO2 (Reading)	Learners are provided with a text based on peoples' experience and opinion of living in the town and the countryside. They extract from the text a list of advantages and disadvantages of each type of lifestyle. (I/W)	
AO3 (Speaking)	Learners work in small groups to produce a radio show style debate about living in the town or country. They can be given different roles: Presenter, guest for the town, guest	

	for the country, guest with mixed opinion. They practise their debate and perform for the class. (G) (Challenging)	
C2 Shopping	Learning objective: Learners will be able to give and seek information about different shops. They will be able to understand information and give their own opinions on clothes and fashion.	
Skills	Suggested teaching activities	Learning resources
AO1/AO2 (Listening/Reading)	Learners revise shop names by matching names to pictures. This can be done as a simple matching or a memory game. They can then be given a list of items, either as a reading or a listening resource. Learners are required to match the items to the shops. Shops and items will be chosen in order to revise a wide range of vocabulary, including food. (I) (Basic)	<i>Amici</i> Unit15 provides many resources for this topic. www.italian4fun.eu/parole-italiano/ Worksheets on shops, department stores and clothes.
AO1/AO2 (Listening/Reading)	Learners listen to and/or read a series of dialogues taking place in various different shops. The dialogues should be chosen in order to explore a number of different situations: talking about preferences, finding out about prices, etc. Learners are given a number of comprehension tasks such as gap fills, matching sentence halves, true/false, multiple choice. (I/W)	www.digitaldialects.com/Italian.htm Interactive exercise for revising food and clothes vocabulary.
AO3 (Speaking)	In pairs, learners invent their own dialogues, with one learner playing the role of the salesperson and the other learner being the customer. These dialogues can be practised and performed in front of the class. (G) (Basic)	www.bbc.co.uk/languages/italian/talk/shopping/ Short film clips on buying food and clothes.
AO4 (Writing)	Learners are given two minutes to write the names of different shops. They give the list to their partner who then writes down a product which can be found from each shop. (G) (Basic)	www.bbc.co.uk/languages/italian/lamappa/episode/3 www.bbc.co.uk/languages/italian/lamappa/episode/5
AO4 (Writing)	Learners are given a plan of a department store or big shopping centre, labelled with the names of different floors and departments. They are asked to find the equivalent in Italian of different words and expressions. They can then be given a list of items and must decide in which department they can be bought. (I/W)	Episodes from <i>Mappa Misteriosa</i> that cover food shopping. www.lagrandemela.it/ Website of a large Italian shopping centre that could be used to look at shops and goods sold.
AO3/AO4 (Speaking/Writing)	Learners compare the advantages and disadvantages of different shopping facilities such as local markets, supermarkets, hypermarkets and shopping centres. This could be done as a brainstorming session with learners sharing ideas. (G/W)	0535 Specimen 2014 Paper 3, RP cards 2, 5, 8, RP B Exchanging a pair of trousers in a shop.
AO1/AO2/AO3 (Listening/Reading/)	Learners are provided with expressions necessary for enquiring about clothes, prices, sizes, exchanges and reimbursements. They practise using the expressions by doing	0535 Specimen 2014 Paper 4, Section 2, Exercise 1b – writing exercise in which

Speaking)	exercises such as sentence-half matching, gap fills and reordering dialogues. Learners can then invent their own dialogues and perform them to the class. (G/W)	candidates are asked to write about clothes and fashion.
AO1/AO2/AO3 (Listening/Reading/ Speaking)	Learners listen to and or read about young people discussing fashion and shopping habits and complete a series of comprehension exercises. They are then asked to express their own views on the importance of clothes and fashion. (I)	0535 Specimen 2015 Paper 4, Section 2, Question 3b – writing exercise in which candidates are asked to write about shopping and fashion.
AO3 (Speaking)	Learners interview each other about shopping habits and fashion choices. This could lead to a class survey with results displayed in the classroom. (G/W)	
AO4 (Writing)	Learners can practise different tenses by writing about past, future or ideal shopping experiences. They could also be asked to describe a particularly disastrous or successful shopping trip, including opinions and explanations enabling them to employ new vocabulary. (I) (Challenging)	
C3 Public services	Learning objective: Learners will be able to use and understand the language necessary to have dialogues in various public service situations.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with expressions necessary for conversations in banks and post offices. This can be in the form of sentence-half matching, reordering jumbled dialogues or, 'find the Italian for ...' activities. (I) (Basic)	<i>Amici</i> Unit 10 provides many resources for this topic.
AO3 (Speaking)	Learners perform appropriate role-play tasks and invent their own dialogues. They can be given particular roles such as the angry or absent-minded customer/bank manager to make the tasks more amusing. (G)	www.digitaldialects.com/Italian.htm Interactive exercises for revising numbers.
AO1 (Listening)	Learners listen to recordings of dialogues in lost property offices or police stations. They are asked to note details such as the item lost, its description, where and when it was lost, etc. (I/W)	0535 Specimen 2014 Paper 3, RP Cards 7, 8, 9, RP A Posting a letter.
AO3 (Speaking)	Learners invent and perform dialogues at the lost property office or the police station. (G)	
AO4 (Writing)	Learners imagine a situation in which they have lost or found an item and write an account of what happened. This is a good opportunity for revising and practising the difference between perfect and imperfect tenses. (I) (Challenging)	

Natural and made environment		
C4 (and C5) Natural environment	Learning objective: Learners will be able to give and seek information about problems affecting the environment such as climate change and pollution and remedial measures such as conservation and recycling.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Key vocabulary is introduced by providing learners with a numbered list of environmental problems. They are asked to classify these problems into different categories: <i>inquinamento, specie in via di estinzione, riscaldamento globale</i> . This can lead to discussion as some problems may fit more than one category. Learners then match these problems to possible solutions. (W) (Challenging)	<i>Amici</i> Unit 17 provides many resources for this topic. www.italian4fun.eu/parole-italiano/ Worksheets on the protection of the environment.
AO4/AO3 (Writing/Speaking)	Learners prioritise their top five problems and five possible solutions. This could lead to a class survey in which learners vote for which are the worst problems and what solutions can be offered. (W)	http://ec.europa.eu/environment/basics/home_index.htm Official EU site on the environment. Could be used for creating reading resources.
AO2/AO1 (Reading/Listening)	Learners read or listen to a series of news reports about natural disasters and do a series of comprehension exercises such as gap fill/find the Italian/true or false. This can be done as a whole class activity, or in small groups. In this case different news reports can be given to different groups and they can then report back to the class as a whole. (G/W)	www.ilquotidianoinclassa.it/2012/11/disastri-naturali-in-italia/ Article on natural disasters in Italy.
AO2 (Reading)	Learners read accounts of what young Italian people do to help protect the environment. They then write a paragraph of what they do at present and what they could do to help. (I)	
AO4 (Writing)	Learners make environmental awareness posters where they present the dangers of climate change and what should and shouldn't be done. (I)	
AO4 (Writing)	Learners write an account in the past of an environmental awareness week at school, saying what happened during the week and what their reactions to it were. (I) (Challenging)	
C5 Weather	Learning objective: Learners will be able to give and seek information about the weather.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners revise expressions used to talk about the weather. They are given a series of expressions and sort them into good and bad weather expressions. (I/W) (Basic)	<i>Amici</i> Unit 7 provides many resources for this topic.

AO2 (Reading)	Learners match weather symbols to the expressions. (I/W) (Basic)	www.ilmeteo.it/flash/italia/ Information about weather in Italy with maps and videos of weather forecasts. www.sunderlandschools.org/mfl-sunderland/resources-it-ks3.htm PowerPoint slides on weather to practise vocabulary.
AO1 (Listening)	Learners listen to short statements about the weather and match the statements to different weather symbols. Language for discussing temperatures can also be introduced / revised here. (I/W) (Basic)	
AO1 (Listening)	Having revised the geography of Italy and the vocabulary needed to refer to compass points; learners listen to weather forecasts and indicate the weather in different regions by drawing or matching weather symbols to different places on the map. (I/W) (Basic)	
AO3 (Speaking)	Learners are given two different weather maps. Working in pairs, they must ask each other questions about the weather to try and find out what the weather is like on each other's maps. (G)	
AO3 (Speaking)	Learners invent a weather forecast for the coming weekend, which they practise and then perform in front of the class. (I/W)	
AO2/AO4 (Reading/Writing)	Learners read an account of a day out during which the weather changed for the worse. They can be asked to identify the weather expressions in the past or it can be a gap fill with learners required to complete the text with verbs in the imperfect tense. Learners can then be asked to write their own account of a disastrous weather day, saying what happened and what their reactions to it were. (I) (Challenging)	

C6 Finding the way	Learning objective: Learners will be able to give and seek directions.	
Skills	Suggested teaching activities	Learning resources
AO3 (Speaking)	Learners are provided with a map of an Italian town and in pairs practise asking the way to different places. (Basic) This can be turned into an information gap exercise with learners being provided with different versions of a map. Their objective in asking each other questions will be to complete the gaps in their map by the end of the exercise. (G)	<p><i>Amici</i> Unit 6 provides many resources for this topic.</p> <p>www.bbc.co.uk/languages/italian/lamappa/episode/4</p> <p>Episode from <i>Mappa Misteriosa</i> that covers giving directions.</p> <p>www.bbc.co.uk/languages/italian/talk/directions/</p> <p>Short film clip on directions.</p>
AO1 (Listening)	Learners listen to short texts and write down the destination of each person. (W)	
AO3 (Speaking)	Labels designating different places in a town are placed around the classroom. Learners take it in turns to direct each other to different places and move around the room accordingly. (G)	
AO4/AO3 (Writing/Speaking)	Learners write out a simple set of direction telling a foreign friend how to get to different places in a new town. This can be done in the form of a dialogue practising the 'tu' form of the imperative. To practise the 'vo' form, learners could perform role plays in a tourist office, in which a tourist comes to ask for directions to certain places in the town. (G)	
People, places and customs		
C7 Meeting people	Learning objective: Learners will find out and be able to discuss some general facts about people from other countries.	
Skills	Suggested teaching activities	Learning resources
AO2/AO1 (Reading/Listening)	Learners are provided with a multiple-choice quiz about the world population and the inhabitants of different countries. They then listen to a recording to check their answers. (W)	
AO1 (Listening)	Learners could listen to recordings providing some statistics about world populations and complete various comprehension tasks such as gap fill/sentence half matching/true or false. (W)	
C8 Places and customs	Learning objective: Learners will be able to seek and exchange information about festivals and customs in other countries.	

Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with a list or pictures of world festivals and customs. They are required to match them to a short description of the event and the country in which it takes place. (I)	www.filastrocche.it/feste/natale-intorno-al-mondo/ Provides information about Christmas around the world.
AO4 (Writing)	Learners classify the places and customs in order of preference, justifying their answer. This can be used for a class survey. (I/W)	www.rete-news.it/le-feste-piu-strane-del-mondo/ Provides information about some unusual festivals and customs around the world.
AO2/AO4 (Reading/Writing)	Learners research a particular festival or custom and present their findings to the class. This can be a guided activity with the teacher providing a grid asking for certain information: <i>dove ha luogo, quando, come si veste, cosa si mangia, 5 dettagli della festa ...</i> (I/W)	
AO4 (Writing)	Learners write an account of a particular festival or custom they witnessed. They describe what happened and what their reactions to it were. (I)	
C9 Travel and transport	Learning objective: Learners will be able to give and seek information about different types of journey. They will be able to discuss the environmental impact of transport. Learners will be able to seek and give information about travel arrangements (times, prices, etc.)	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners revise different means of transport and appropriate prepositions with a simple matching exercise. (W) (Basic)	www.education.vic.gov.au/languagesonline/italian/sect32/index.htm Interactive exercises for revising means of transport.
AO1 (Listening)	Learners listen to young people discussing transport for school, the weekend and holidays and complete a series of comprehension exercises identifying which means of transport they take and why. (W) (Basic)	www.italian4fun.eu/parole-italiano/ Worksheets on transport.
AO2 (Reading)	Learners read texts presenting alternative forms of transport to the car and complete a series of comprehension exercises. (W)	www.bbc.co.uk/languages/italian/lamappa/episode/12 Episode from <i>Mappa Misteriosa</i> that covers buying tickets.
AO3/AO4 (Speaking/Writing)	Learners answer a series of questions, either providing oral answers in pairs or written answers about their own transport choices and the reasons for their choice. (G)	
AO2 (Reading)	Learners are provided with a series of sentences with possible solutions to the environmental impact of travel and transport. They decide which should be done and which shouldn't. (W)	
AO4 (Writing)	Learners write an article about means of transport in their region and what could be done to improve them. (I)	

AO2 (Reading)	Learners revise station and airport vocabulary with a matching task. (W) (Basic)	
AO1 (Listening)	Learners listen to dialogues seeking and giving information about train journeys and flights and note relevant information: <i>destinazione, orario, costo del biglietto</i> , etc. (W)	
AO3 (Speaking)	Learners invent and practise role-play style dialogues at the station and at the airport. (G)	

Scheme of work – Cambridge IGCSE® Italian (Foreign Language) (0535)

Topic Area D – The world of work

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this topic area after Topic Area A in which school routine will have been revised at the beginning of the Cambridge IGCSE course. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the topic area with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed-ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the topic area is for learners to be able to understand and exchange information on their future education and career plans and the world of work in general. The language aim of the topic area is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the topic area as they judge best for their situation, with supplementary ideas of their own. The learning resources are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the topic area at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this topic area.

Vocabulary	Exams, work experience placement jobs, the world of work, unemployment, aspects of work, future plans
Grammar	Expressions for saying what you plan to do, using two verbs together to express future intention, revising the future tense and particularly its use after <i>quando</i> , revising the conditional tense, <i>se</i> clauses

Continuing education

D1 Further education and training

Learning objective: Learners will be able to give and seek information about exams and preferences for future study. They will be able to discuss exam preparation and revision. They will be able to exchange information and opinions about work experience.

Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with a short text reminding them of the school and exam system in Italy. This can be used to revise/introduce school and exam vocabulary and allow learners to make a comparison with the exam system in their own country. (W)	<i>Amici</i> Units 5, 18 and 20 provide many resources for this topic.
AO2/AO4 (Reading/Writing)	Learners are provided with a list of useful expressions for talking about the future and then complete dialogues with suitable verbs and expressions in the future (simple future, <i>avere l'intenzione di</i> + infinitive, <i>avere in programma di</i> + infinitive, <i>pensare di</i> + infinitive, <i>sperare di</i> + infinitive, <i>se</i> + imperfect subjunctive + conditional) (I/W)	www.orientamentoveneto.it/il-sistema-scolastico-italiano Explanation of Italian school system.
AO2 (Reading)	Learners read texts in which young people talk about their studies and future plans. They have a series of sentences and must identify who says what. This group of texts could include young people from different countries so as to enable further comparisons. (I/W)	www.focusjunior.it/w-la-scuola/profaiuto/2012/aprile/come-ripassare-bene-trucchi-e-tecniche-per-un-ripasso-perfetto.aspx
AO2 (Reading)	Learners read texts in which young people talk about their revision techniques and do a series of comprehension exercises: find the Italian for ... / true or false, etc. (I/W)	Article on how to revise. Could be used for reading comprehension exercises.
AO3/AO4 (Speaking/Writing)	In pairs, learners draw up a list of top revision tips. These can then be shared with the class in a brainstorming session. (G/W) (Challenging)	
AO4 (Writing)	Learners write a short article about themselves which should mention the exams they will be taking, what they will be doing to revise, and what their plans are in the near and more distant future in terms of studies and careers. (I)	
AO1/AO2	Learners read and listen to young people talking about work experience they have done.	

(Listening/Reading)	Learners note information about the work placement such as where and when it took place, the tasks that were carried out, the young person's opinion of their work placement and if they can see themselves in that job in the future. (I/W)	
AO3 (Speaking)	In pairs, learners ask and answer questions about previous or future work experience placements. Questions can be taken from reading or listening resources already used, provided by the teacher or made up by the learners. (G)	
AO4 (Writing)	Learners write an (imaginary) account of a work experience placement, including where it was, what they did and their reaction to it. (I) (Challenging)	

Careers and employment

D2 Future career plans

Learning objective: Learners will be able to give and seek information about preferences for work and careers.

Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners revise job vocabulary by matching jobs with places or areas of work. Remind them of the rule that there is no article with the construction <i>essere</i> + profession in Italian. (W) (Basic)	<i>Amici</i> Unit 13 provides many resources for this topic.
AO1 (Listening)	Learners listen to people talking about their choice of jobs and either note the reasons for their choice or put in order a list of reasons they have been provided with. (I/W)	www.bbc.co.uk/languages/italian/lamappa/episode/8
AO2/AO4 (Reading/Writing)	Learners are provided with a list of jobs and match them with advantages and disadvantages. (I/W)	Episode from <i>Mappa Misteriosa</i> that covers jobs.
AO3 (Speaking)	In pairs, learners interview each other about their future plans, what sort of job they hope to have and why. (G)	www.italian4fun.eu/parole-italiano/
AO4 (Writing)	Learners revise the structure of <i>se</i> clauses and then write an article about what they would do if they could take a gap year. (I) (Challenging)	Worksheets on jobs.

D3 Employment

Learning objective: Learners will be able to discuss different aspects of a job, including part-time jobs and pocket money.

Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners match different jobs to a list of qualities that can be considered necessary for doing each job. (I/W)	<i>Amici</i> Unit 13 provides many resources for this topic.

AO2/AO3 (Listening/Speaking)	Part-time jobs can be introduced with a matching or brainstorming activity to come up with different types of part-time jobs and the main tasks involved. (W)	
AO1/AO2 (Listening/Reading)	Learners read or listen to a series of short texts in which young people explain their motivation for having a part-time job and their opinions. (I/W)	
AO3/AO4 (Speaking/Writing)	Learners sort the different opinions into positive and negative opinions. (I/W)	
AO4 (Writing)	Learners write an article about a part-time or summer job they have had. They should describe what the job involved and what they thought about it. (I) (Challenging)	
Language and communication in the work place		
D4 and D5 Communication and language at work	Learning objective: Learners will be able to use the language necessary to find out information about and to make an application for a job.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with different job advertisements including details of the type of job, main tasks, salary and main requirements. They complete a series of comprehension exercises, which can include matching requirements and / or candidates to the appropriate advertisement. (I/W)	http://it.jobrapido.com/ Site with job offers that could be used as a stimulus for writing letters of application.
AO2 (Reading)	These advertisements can be used for identifying some of the main vocabulary needed for communication at work through 'find the Italian for ...' or matching activities. (I/W)	
AO1 (Listening)	Learners listen to young people talking about their jobs, what they do, the qualities needed for that line of work, what they particularly like and what they dislike about their job. (I/W) (Challenging)	
AO3 (Speaking)	Learners classify the advertisements by order of preference, deciding which of the jobs they would most like to apply for and which they would least like to apply for. They must be encouraged to give reasons for their choice. (I)	
AO4 (Writing)	Learners write an application letter for the job they have chosen. (I) (Challenging)	

AO4 (Writing)	As an alternative writing task, learners can work in pairs, each writing an advertisement for a job and then writing an application letter to the advertisement their partner has written. (G) (Challenging)	
AO4 (Writing)	Learners are provided with model CVs and are then required to write their own using the same headings as the model. (I)	
AO3 (Speaking)	In pairs, learners create job interview dialogues, with one person being the interviewer and asking the questions and the other being the interviewee. (G) (Challenging)	

Scheme of work – Cambridge IGCSE® Italian (Foreign Language) (0535)

Topic Area E – The international world

Recommended prior knowledge

It is recommended that learners are familiar with the content of UK Key Stage 3 National Curriculum Modern Foreign Language requirements or have followed similar courses. More information can be found here: www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme

Context

It would be useful to teach this topic area after the previous four topic areas as it revises and expands on much of the material covered throughout the Cambridge IGCSE course. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the topic area with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed-ability classes, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the topic area is for learners to be able to understand and exchange information on the international world and give them the opportunity to develop further ideas covered in earlier parts of the course. The language aim of the topic area is for learners to develop all four skills in the target language. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback and providing scope for pairwork, groupwork and individual presentations. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker learners needing more time for examples and practice. It is hoped that teachers will be able to expand on the topic area as they judge best for their situation, with supplementary ideas of their own. The learning resources are textbook and internet based. If teachers judge that learners need more help to achieve the learning objectives, it is hoped they will extend the topic area at any stage with reinforcement activities.

Teaching time

Based on the recommended total time allocation of 130 contact hours, it is suggested that 20% of these contact hours should be dedicated to this topic area.

Vocabulary	Holidays, transport, emergencies, warnings and accidents, weather and climate, Italian-speaking countries and regions, food and drink, meeting people, social media, global problems, charities and volunteer work
Grammar	Revision of present, perfect, imperfect, future and conditional tenses, introduction of the pluperfect tense, <i>use of the gerund</i> , recognition of the passive, comparatives and superlatives, reported speech, revision of the partitive article, revision of the pronoun <i>ne</i>

Tourism at home and abroad

E1 Holiday travel and transport

Learning objective: Learners are able to give and seek information about travelling and holidays.

Skills	Suggested teaching activities	Learning resources
AO3 (Speaking)	Learners brainstorm different types of holidays and different reasons for going on holiday. They then put these in order of preference and justify their choice (I/W)	www.tripadvisor.it/ Holiday review site providing examples of good and bad holiday experiences that can be used for comprehension. 0535 Specimen 2014 Paper 3, RP cards 1, 4, 7, RP B Phoning about a lost key to a holiday home. 0535 Specimen 2014 Paper 3, RP Cards 3, 6, 9, RP B Delay at the airport.
AO1 (Listening)	Learners listen to different people talking about different types of holidays. They are required to note the advantages and disadvantages of each type of holiday. (I/W) (Challenging)	
AO2 (Reading)	Learners read a series of texts in the past about people's holiday and travel experiences. They are asked to identify positive and negative comments. This would also be a good opportunity to identify perfect, imperfect and pluperfect tenses and discuss their formation and use in this context. (I/W)	
AO3 (Speaking)	Learners interview one another about a recent holiday experience either with questions provided by the teacher or with their own. Questions should include what was good and what was bad about the holiday (G)	
AO4 (Writing)	Learners write an account in the past of a holiday experience. They should include what happened and their reactions to it. (I) (Challenging)	
AO1 (Listening)	Learners listen to a series of conversations about accidents in various circumstances. They are required to note information about when, where and how the accident happened. (I/W)	
AO3 (Speaking)	Learners work in pairs. One is given a series of pictures such as weather symbols, means of transport, place in a town etc. The other must ask questions in order to find out the details of the accident. (G)	

E2 Geographical surroundings		
Learning objective: Learners will be able to give and seek information about different geographical areas.		
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are provided with texts describing contrasting geographical areas accompanied by some pictures. Having matched the pictures to the texts they complete comprehension exercises such as true or false, 'identify the country which ...', 'find the Italian for'. (I/W)	www.mediasoft.it/italy/ Map of Italy that provides information on the different regions.
AO4 (Writing)	Learners write an article describing their region and saying what sort of region they would like to live in and why. They could also include which region they would not like to live in with a justification of their choice. (I)	www.italian4fun.eu/lessico/ Worksheets on geography of Italy.
AO4 (Writing)	Learners imagine they have just visited a region in Italy. They write to a friend giving their impression of the region, its inhabitants, culture, cuisine, etc. They should say if their impressions before and after the visit were any different. (I) (Challenging)	
E3 Weather		
Learning objective: Learners will be able to give and seek information on weather and climate.		
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners revise expressions for discussing the weather by matching weather symbols to different expressions. (I/W) (Basic)	www.tempoitalia.it/ For weather forecasts in Italy.
AO2/AO4	Learners choose or are given a certain geographical area. They research information about the weather and climate in that area and present it to the class. This could be done in the form of a poster to display. (I)	www.youtube.com/watch?v=sp2kJyk8K5E News clip in the aftermath of the 2009 earthquake in Aquila.
AO1/AO3	Learners watch examples of weather forecasts and complete comprehension exercises such as gap fills, true or false, locating weather symbols on a map. They then invent their own weather forecasts and present them to the class. (I/W) (Basic)	
AO4 (Writing)	Learners write an account of a trip during which they experienced extraordinary weather conditions. They are asked to describe what happened and their reactions to it. (I) (Challenging)	

Life in other countries and communities		
E4 Places and customs	Learning objective: Learners will be able give and seek information about places around the world.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners identify different countries with important Italian-speaking communities on a map of the world. (W) (Basic)	http://it.wikipedia.org/wiki/Lingua_italiana_nel_mondo Information on the diffusion of Italian across the world.
AO2 (Reading)	Learners are provided with texts about some of these different areas including information on geography, climate, people and traditions. They carry out a series of comprehension tasks. Information extracted from the texts can then be shared with the whole class. (I/W)	
AO2/AO3/AO4 (reading/Speaking/ Writing)	Learners choose an Italian-speaking community and do some research on this community. The teacher will provide questions to guide the learners in their research. Learners can present their findings in a written report or as a presentation to the class. (I/W)	
E5 Food and drink	Learning objective: Learners will be able to give and seek information about food and drink from around the world and share opinions about it.	
Skills	Suggested teaching activities	Learning resources
AO2 (Reading)	Learners are given pictures and a short description of some typical Italian dishes. They are asked to locate the dishes on a map of Italy. (I/W) (Basic)	www.ricetteregionali.net/ Provides descriptions of Italian regional specialities. www.italian4fun.eu/parole-italiano/ Worksheets on meals and cooking.
AO3 (Speaking)	Learners choose three of the dishes and ask each other questions to find out if they have already tried them and if so what they thought of them or if not if they would like to try them. (G)	
AO2 (Reading)	Learners are provided with a text about different eating habits in different parts of the world including some exotic dishes. They are required to identify which dishes are eaten where. They can also extract information such as which foods are eaten by which particular communities. (I/W)	
AO1 (Listening)	Learners listen to people describing typical dishes from their country and are required to match the descriptions to pictures of the dishes. (I/W)	

AO4 (Writing)	Learners choose or are provided with ideas for describing typical dishes from their own country and write short descriptions of them. (I)	
AO3 (Speaking)	In pairs, learners invent dialogues, imagining that one of them is an Italian person on a visit and the other is offering different dishes for them to try. (G)	
E6 Meeting people	Learning objective: Learners will be able to discuss different ways of meeting people.	
Skills	Suggested teaching activities	Learning resources
AO4 (Writing)	In pairs, learners note down as many places as they can think of where it is possible to meet people. (G) (Basic)	
AO2 (Reading)	Learners are provided with a jumbled dialogue of two people meeting for the first time and are required to put it in the correct order. (I/W)	
AO3/AO4 (Speaking/Writing)	Learners are provided with a brief outline of a situation in which two people are meeting for the first time including the place, the time of day and the characters and they write and perform the dialogue. (G)	
AO1/AO2 (Listening/Reading)	Learners listen to or are provided with a text in which young people discuss the advantages and disadvantages of social media. They carry out a series of comprehension tasks such as gap fill, true or false, find the Italian for ... (I/W)	
AO4 (Writing)	Learners draw up a list of advantages and disadvantages of social media from the text and their own ideas. (I/W)	
AO4 (Writing)	Learners imagine a world with no technology or social media. They write an account in the past of a technology-free day saying what they did and their reactions. (I) (Challenging)	

World events and issues

E7 Issues according to available resources and individual interest

Learning objective: Learners will be able to give and seek information about world issues. They will be able to express an opinion and discuss differing viewpoints.

Skills	Suggested teaching activities	Learning resources
AO3 (Speaking)	Learners are provided with some language prompts to say if and how they stay informed about world events. (W)	www.adgblog.it/category/geografia/mondo/ Collection of exercises on various world events.
AO2/AO3 (Reading/Speaking)	Learners are provided with differing opinions on the question of whether it is important to take an interest in news and current affairs. They classify them into for and against and decide which they agree with the most. (I/W) (Challenging)	www.emergency.it/index.html Website of the Italian charity <i>Emergency</i> .
AO2/AO3 (Reading/Speaking)	Learners brainstorm or are given a list of world problems and are asked to classify them starting with the ones they consider to be the most serious. (I)	
AO2 (Reading)	Learners are provided with a text presenting data and statistics on world problems. They are asked to identify the main useful vocabulary items in the text. (I/W)	
AO1/AO2 (Listening/Reading)	Learners listen to or read texts in which young people express their concerns about world issues. They identify what most worries the young people and what is most important to them. (I/W)	
AO3 (Speaking)	Learners interview each other to find out what each other's particular concerns about world issues are. This could lead to a class survey. (G) (Challenging)	
AO2 (Reading)	Learners are provided with the logos of some humanitarian and charity organisation. They match the logos to the mission statement of the organisation. (I/W)	
AO1/AO2 (Listening/Reading)	Learners listen to or read texts giving information about various humanitarian organisations: <i>Emergency, Oxfam Italia</i> , etc. and do a series of comprehension tasks to extract the main information. (I/W) (Challenging)	

AO4 (Writing)	Learners write an account about working for a humanitarian organisation. They say what they did and what their reactions to it were. (I) (Challenging)	
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