

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
PORTUGUESE**

1923/02

Speaking

TEACHER/EXAMINER BOOKLET

7 MARCH – 15 MAY 2007



INFORMATION FOR TEACHERS/EXAMINERS

- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/examiners must ensure sufficient time to familiarise themselves with the materials and procedures. Materials must not be removed from the Centre.
- Great care should be taken that the confidential information given to teacher/examiners in this booklet does not reach any candidates directly or indirectly.

This document consists of **40** printed pages.

RANDOM ORDER SHEET

In the table below 'Candidate Order' refers to the sequence in which the candidates are examined, and the numbers 1–6 are used to identify the different booklets.

The candidate should be handed the booklet as indicated, and be allowed the duration of the previous candidate's test for preparation of the role-plays.

The booklet is changed after every third candidate. If a break in examining occurs (e.g. overnight, lunch etc) in the sequence of three, start again after the break at the beginning of the next series of three in order to maintain security.

Candidate order:	Booklet Number
1, 2, 3	1
4, 5, 6	2
7, 8, 9	3
10, 11, 12	4
13, 14, 15	5
16, 17, 18	6
19, 20, 21	1
22, 23, 24	5
25, 26, 27	3
28, 29, 30	4
31, 32, 33	6
34, 35, 36	2

If there are more candidates than this table allows for, please begin again with number 1. You may photocopy or detach this sheet so that you have it more conveniently in front of you.

OCR

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR DUTCH, PERSIAN, PORTUGUESE AND TURKISH.

Please note that you must examine your candidates in accordance with the Random Order sheet on the inside front cover opposite.

Security of Test Material

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

Quiet conditions

These are essential. The examination room should be free from traffic noise and other disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

Separate preparation room

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role-play tasks. The candidate is not allowed to make any kind of written notes during the preparation period.

There should be no contact between candidates preparing and those who have finished the test.

Invigilation

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

Dictionaries

No access to dictionaries is permitted during the preparation time or during the examination.

Supporting material

Candidates must not take any kind of written notes or illustrations into the examination.

The Conduct of the Speaking Test

The test will last 12–15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

Centres must record all candidates and send all recordings to the external Examiner.

Recording

Recording should start on side A and continue on side B. At the beginning of each side teacher/examiners should identify the name of the teacher, school and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side, teacher/examiners should indicate 'no more recordings on this side'.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 2 feet from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the external Examiner, teacher/examiners are asked to ensure that cassettes are re-wound to the beginning of interviews and the cassette labels provided are completed. Cassettes should also be clearly identified.

Completion of Mark Sheets

The teacher must enter on an individual mark sheet for **each** candidate:

- the candidate and Centre number and name
- a tick to show the language being examined
- the name of the teacher who conducted the test
- the date of the test
- the number of the booklet used
- titles of the topics for General Conversation

When the tests are complete, you must send the following to the external Examiner:

- all Attendance Registers for Component 02;
- all individual mark-sheets;
- the clearly labelled recordings of all candidates' tests.

NB Please ensure that all cassettes are enclosed when sending them to the external Examiner and that all candidates have been recorded.

The person in charge of Examinations at your Centre will receive the name and address of your external Examiner. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. All materials must be received by the external Examiner by 15th May.

It is essential that cassettes should be packed securely to ensure safe delivery and that a certificate of posting is obtained.

Absent Candidates

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified** period and the following items must be despatched immediately with a covering letter to the external Examiner:

- the candidate's individual mark sheet, completed according to the instructions above
- the recording of the test.

If a candidate remains ill beyond the specified period, they must be tested later and the recording of their test must be sent with the documents listed above to OCR along with an appeal for special consideration.

The Elements of the Test (15 mins approx)

It is essential that Candidates do all parts of the test as set out below. Candidates cannot be compensated for any part which is omitted. The suggested sequence set out below is designed to help the candidate by starting with the ones that s/he has prepared.

Section 1 Role Play

Section 2 Role Play

Section 3 Narrative Role Play

General Conversation on 3 Topics

On the page after each of the Narrative Role Plays printed later in this booklet, there are four topics listed. The teacher must select 3 topics which must not be notified to candidates in advance. Please also refer to the suggested questions on pages 34 to 38.

Speaking Test Mark Scheme

Section 1	Role Play	Communication	8 marks
Section 2	Role Play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language		Accuracy	20 marks
Total			50 marks

The marking criteria below are given for information only. Teacher/examiners are not required to give marks.

SECTION 1 ROLE PLAY

One role play situation using a verbal stimulus and requiring the accomplishment of four tasks. Teacher/examiners should act as well-disposed native speakers who know no English.

2	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
0	Candidate fails to communicate message or is given the answer by the teacher/examiner.

NB Incorrect use of the 'you' form does not impede communication at this level.

Total mark out of 8.

SECTION 2 ROLE PLAY

One role play situation using a verbal stimulus, requiring the accomplishment of four tasks some of which may involve unpredictable elements and which allow for some freedom of response.

2	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
0	Candidate fails to communicate message or is given the answer by the teacher/examiner.

Total mark out of 8 ÷ 2 = 4.

SECTION 3 ROLE PLAY

One role play situation using a verbal and visual stimulus which requires the candidate to narrate an account of an experience or event in the past. The test is not intended to be a monologue and candidates are expected to respond to the examiner where appropriate.

Section 3 Narrative role play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7-6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with teacher/examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5-4	Communicates most of the main points. Some guidance needed from the teacher/examiner. Responds to queries from the teacher/examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3-2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the teacher/examiner, and responds hesitantly. Pace slow. Lacks fluency.
1-0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to teacher/examiner. Pace very slow. Little fluency.

Total mark out of 8.

GENERAL CONVERSATION (approximately 5 minutes)**General Conversation – Communication 10 marks**

10	Conversation topics handled very impressively. Spontaneous interchange with the teacher/examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9-8	Conversation topics handled well. Teacher/examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7-6	Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors.
5-4	Conversation topics dealt with in a straightforward but limited way. Teacher/examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3-2	Conversation topics only work with considerable input from the teacher/examiner, and simple questions only understood when they are rephrased. Only some points clearly communicated, and many errors.
1-0	Little or nothing of merit.

Quality of Language (covers the whole examination) 20 marks

20-19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to a subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15-14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10-9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8-7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3-2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1-0	Little or nothing of merit.

On the following pages are the teacher's versions of the six different role play booklets.

These consist of:

- the candidate's version of the Section 1 and Section 2 role plays
- the teacher's version of the Section 1 and Section 2 role plays
- the Section 3 narrative role play in the same form as given to the candidate
- the topics for the general conversation

For Sections 1 and 2 there are suitable introductory remarks and responses for use by the teacher. These are to be regarded as mandatory in substance but may be rephrased as long as the teacher does not give a different meaning, or unfair advantage by, for example, providing an item of vocabulary that the candidate needs.

BOOKLET 1

Section 1

Situation You are at the enquiry desk of a department store in Portugal. Your teacher will play the part of the assistant and start the conversation.

You will have to:

- 1 say what you want (e.g. a book/a ball/a pair of jeans)
- 2 ask where
- 3 ask if there is a lift
- 4 thank the assistant and say goodbye.



Section 2

Situation You are phoning to book a room in a hotel in Oporto. Your teacher will play the part of the receptionist and start the conversation.

You will have to:

- 1 say what kind of room you want (e.g. single/double/with shower)
- 2 answer the question
- 3 ask if it is more expensive
- 4 say that you stayed there last year.



BOOKLET 1

Section 1

ESTAMOS NUM GRANDE ARMAZÉM.

Examiner: *Bom dia.*

Candidate (1): say what you want (e.g. a book /a ball /a pair of jeans)

Examiner: *É no quinto andar, senhor/senhora.*

Candidate (2): ask where

Examiner: *É perto do café.*

Candidate (3): ask if there is a lift

Examiner: *Há. À direita – ali.*

Candidate (4): thank the assistant and say goodbye.

Examiner: *Adeus.*

Section 2

ESTÁ A LIGAR PARA A RECEPÇÃO DE UM HOTEL

Examiner: *Bom dia.*

Candidate (1): say what kind of room you want (e.g. single /double /with shower)

Examiner: *Quando é que quer vir?*

Candidate (2): answer the question

Examiner: *Sim. Temos quartos para essa altura. Sabia que há um festival nessa semana?*

Candidate (3): ask if it is more expensive

Examiner: *Não. É o mesmo preço. E diga-me: Como conhece este hotel?*

Candidate (4): say that you stayed there last year.

Examiner: *Obrigado/a.*

Section 3

Situation: The notes and pictures below give an outline of a day you spent getting ready for a party for your Portuguese friend.

This is not intended to be a monologue. Teacher examiners should ask questions at various points.

EM CASA

O que fazia? A que horas? Porquê?

O BOLO

Quem fez o bolo? Como era o bolo?
O que fazia a vizinha?

O CÃO

O que fez o cão? Problema? Como se sentiu você? Porquê?

OS PRIMEIROS CONVIDADOS

Convidados - quando chegaram? Quantos?
Quem chegou com o novo bolo?

A FESTA

Todos contentes? O que faziam? As suas impressões do dia?
☹️ / 😊 ? Porquê?

BOOKLET 1

General conversation topics (Choose **three** of the following):

Candidates must be given the opportunity to use past, present and future time references in at least one topic.

- Home life
- School life
- Your local area
- Holidays

BOOKLET 2

Section 1

Situation You are in a café in Lisbon. Your teacher will play the part of the waiter/waitress and start the conversation.

You will have to:

- 1 say what you want to eat (e.g. sandwich /cake /burger)
- 2 say what you want to drink (e.g. water /fruit juice /lemonade)
- 3 ask how much it is
- 4 ask where the toilets are.



Section 2

Situation You are in a shop in the Algarve looking for a job. Your teacher will play the part of the employer and start the conversation.

You will have to:

- 1 say you are looking for a job
- 2 say where you have worked (e.g. office /restaurant /shop)
- 3 answer the question
- 4 ask when you can start.



BOOKLET 2

Section 1

ESTAMOS NUM CAFÉ.

Examiner: *Bom dia. O que deseja?*

Candidate (1): say what you want to eat (e.g. sandwich /cake /burger)

Examiner: *E para beber?*

Candidate (2): say what you want to drink (e.g. water /fruit juice /lemonade)

Examiner: *Está bem.*

Candidate (3): ask how much it is

Examiner: *São dez euros.*

Candidate (4): ask where the toilets are

Examiner: *São ali atrás.*

Section 2

ESTAMOS NUMA LOJA

Examiner: *Bom dia.*

Candidate (1): say you are looking for a job

Examiner: *Que experiência tem?*

Candidate (2): say where you have worked (e.g. office /restaurant /shop)

Examiner: *Em que dia pode trabalhar?*

Candidate (3): answer the question

Examiner: *Sim, temos trabalho para si/você.*

Candidate (4): ask when you can start.

Examiner: *Para a semana que vem.*

BOOKLET 2

Section 3

Situation: The notes and pictures below give an outline of a day you and your friends spent when on holiday in a hotel in Copacabana.

This is not intended to be a monologue. Teacher examiners should ask questions at various points.



BOOKLET 2

General conversation topics (Choose **three** of the following):

Candidates must be given the opportunity to use past, present and future time references in at least one topic.

- Free time
- Self, family and friends
- Your local area
- School life

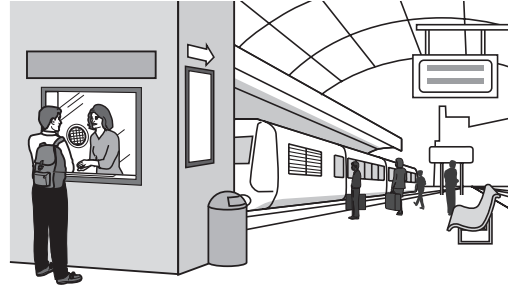
BOOKLET 3

Section 1

Situation You are buying a train ticket in Portugal. Your teacher will play the part of the employee and start the conversation.

You will have to:

- 1 ask if there is a train to Lisbon
- 2 say when (e.g. tomorrow /Wednesday /9 o'clock)
- 3 say what kind of ticket (e.g. single /return /first class)
- 4 ask how much it is.



Section 2

Situation You are in a tourist office in Portugal. Your teacher will play the part of the assistant and start the conversation.

You will have to:

- 1 say you have visited the castle
- 2 ask how to get there
- 3 say how you are travelling (e.g. by train /by bicycle /by car)
- 4 answer the question.



BOOKLET 3

Section 1

ESTAMOS NA ESTAÇÃO.

Examiner: *Bom dia.*

Candidate (1): ask if there is a train to Lisbon

Examiner: *Quando deseja viajar?*

Candidate (2): say when (e.g. tomorrow /Wednesday /nine o'clock)

Examiner: *Que tipo de bilhete quer?*

Candidate (3): say what kind of ticket (e.g. single /return /first class)

Examiner: *Aqui está.*

Candidate (4): ask how much it is.

Examiner: *Vinte euros.*

Section 2

ESTAMOS NUM POSTO DE TURISMO

Examiner: *Bom dia. Conhece a cidade?*

Candidate (1): say you have visited the castle

Examiner: *Muito bem. Também vale a pena visitar o museu.*

Candidate (2): ask how to get there

Examiner: *Como vai?*

Candidate (3): say how you are travelling (e.g. by train /by bicycle /by car)

Examiner: *É fácil. Tome este folheto. Quando quer ir até lá?*

Candidate (4): answer the question

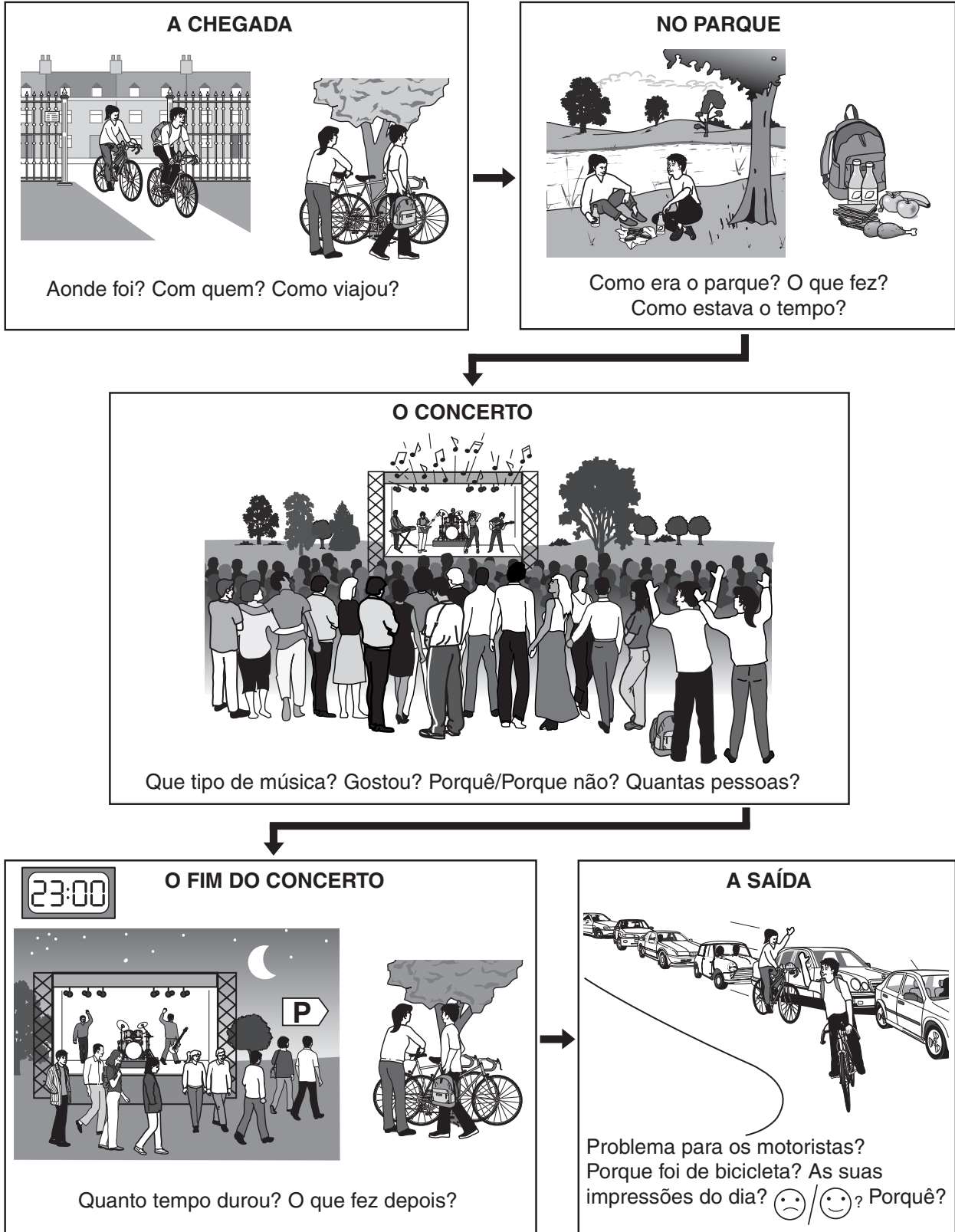
Examiner: *Boa ideia.*

BOOKLET 3

Section 3

Situation: The notes and pictures below give an outline of a day when you went to an open-air concert in Coimbra with a friend.

This is not intended to be a monologue. Teacher examiners should ask questions at various points.



BOOKLET 3

General conversation topics (Choose **three** of the following):

Candidates must be given the opportunity to use past, present and future time references in at least one topic.

- Self, family and friends
- Free time
- Careers, work, work experience
- Holidays

BOOKLET 4

Section 1

Situation You are at the enquiry desk of a department store in Portugal. Your teacher will play the part of the assistant and start the conversation.

You will have to:

- 1 say what you want (e.g. a book/a ball/a pair of jeans)
- 2 ask where
- 3 ask if there is a lift
- 4 thank the assistant and say goodbye.



Section 2

Situation You are in a tourist office in Portugal. Your teacher will play the part of the assistant and start the conversation.

You will have to:

- 1 say you have visited the castle
- 2 ask how to get there
- 3 say how you are travelling (e.g. by train /by bicycle /by car)
- 4 answer the question.



BOOKLET 4

Section 1

ESTAMOS NUM GRANDE ARMAZÉM.

Examiner: *Bom dia.*

Candidate (1): say what you want (e.g. a book /a ball /a pair of jeans)

Examiner: *É no quinto andar, senhor/senhora.*

Candidate (2): ask where

Examiner: *É perto do café.*

Candidate (3): ask if there is a lift

Examiner: *Há. À direita – ali.*

Candidate (4): thank the assistant and say goodbye.

Examiner: *Adeus.*

Section 2

ESTAMOS NUM POSTO DE TURISMO

Examiner: *Bom dia. Conhece a cidade?*

Candidate (1): say you have visited the castle

Examiner: *Muito bem. Também vale a pena visitar o museu.*

Candidate (2): ask how to get there

Examiner: *Como vai?*

Candidate (3): say how you are travelling (e.g. by train /by bicycle /by car)

Examiner: *É fácil. Tome este folheto. Quando quer ir até lá?*

Candidate (4): answer the question

Examiner: *Boa ideia.*

BOOKLET 4

Section 3

Situation: The notes and pictures below give an outline of a day you and your friends spent when on holiday in a hotel in Copacabana.

This is not intended to be a monologue. Teacher examiners should ask questions at various points.



BOOKLET 4

General conversation topics (Choose **three** of the following):

Candidates must be given the opportunity to use past, present and future time references in at least one topic.

- Self, family and friends
- Free time
- Careers, work, work experience
- Holidays

BOOKLET 5

Section 1

Situation You are buying a train ticket in Portugal. Your teacher will play the part of the employee and start the conversation.

You will have to:

- 1 ask if there is a train to Lisbon
- 2 say when (e.g. tomorrow /Wednesday /9 o'clock)
- 3 say what kind of ticket (e.g. single /return /first class)
- 4 ask how much it is.



Section 2

Situation You are in a shop in the Algarve looking for a job. Your teacher will play the part of the employer and start the conversation.

You will have to:

- 1 say you are looking for a job
- 2 say where you have worked (e.g. office /restaurant /shop)
- 3 answer the question
- 4 ask when you can start.



BOOKLET 5

Section 1

ESTAMOS NA ESTAÇÃO.

Examiner: *Bom dia.*

Candidate (1): ask if there is a train to Lisbon

Examiner: *Quando deseja viajar?*

Candidate (2): say when (e.g. tomorrow /Wednesday /nine o'clock)

Examiner: *Que tipo de bilhete quer?*

Candidate (3): say what kind of ticket (e.g. single /return /first class)

Examiner: *Aqui está.*

Candidate (4): ask how much it is.

Examiner: *Vinte euros.*

Section 2

ESTAMOS NUMA LOJA

Examiner: *Bom dia.*

Candidate (1): say you are looking for a job

Examiner: *Que experiência tem?*

Candidate (2): say where you have worked (e.g. office /restaurant /shop)

Examiner: *Em que dia pode trabalhar?*

Candidate (3): answer the question

Examiner: *Sim, temos trabalho para si/você.*

Candidate (4): ask when you can start.

Examiner: *Para a semana que vem.*

Section 3

Situation: The notes and pictures below give an outline of a day you spent getting ready for a party for your Portuguese friend.

This is not intended to be a monologue. Teacher examiners should ask questions at various points.

EM CASA

O que fazia? A que horas? Porquê?

O BOLO

Quem fez o bolo? Como era o bolo?
O que fazia a vizinha?

O CÃO

O que fez o cão? Problema? Como se sentiu você? Porquê?

OS PRIMEIROS CONVIDADOS

Convidados - quando chegaram? Quantos?
Quem chegou com o novo bolo?

A FESTA

Todos contentes? O que faziam? As suas impressões do dia?
☹️/☺️? Porquê?

BOOKLET 5

General conversation topics (Choose **three** of the following):

Candidates must be given the opportunity to use past, present and future time references in at least one topic.

- Home life
- School life
- Your local area
- Holidays

BOOKLET 6

Section 1

Situation You are in a café in Lisbon. Your teacher will play the part of the waiter/waitress and start the conversation.

You will have to:

- 1 say what you want to eat (e.g. sandwich /cake /burger)
- 2 say what you want to drink (e.g. water /fruit juice /lemonade)
- 3 ask how much it is
- 4 ask where the toilets are.



Section 2

Situation You are phoning to book a room in a hotel in Oporto. Your teacher will play the part of the receptionist and start the conversation.

You will have to:

- 1 say what kind of room you want (e.g. single/double/with shower)
- 2 answer the question
- 3 ask if it is more expensive
- 4 say that you stayed there last year.



BOOKLET 6

Section 1

ESTAMOS NUM CAFÉ.

Examiner: *Bom dia. O que deseja?*

Candidate (1): say what you want to eat (e.g. sandwich /cake /burger)

Examiner: *E para beber?*

Candidate (2): say what you want to drink (e.g. water /fruit juice /lemonade)

Examiner: *Está bem.*

Candidate (3): ask how much it is

Examiner: *São dez euros.*

Candidate (4): ask where the toilets are

Examiner: *São ali atrás.*

Section 2

ESTÁ A LIGAR PARA A RECEPÇÃO DE UM HOTEL

Examiner: *Bom dia.*

Candidate (1): say what kind of room you want (e.g. single /double /with shower)

Examiner: *Quando é que quer vir?*

Candidate (2): answer the question

Examiner: *Sim. Temos quartos para essa altura. Sabia que há um festival nessa semana?*

Candidate (3): ask if it is more expensive

Examiner: *Não. É o mesmo preço. E diga-me: Como conhece este hotel?*

Candidate (4): say that you stayed there last year.

Examiner: *Obrigado/a.*

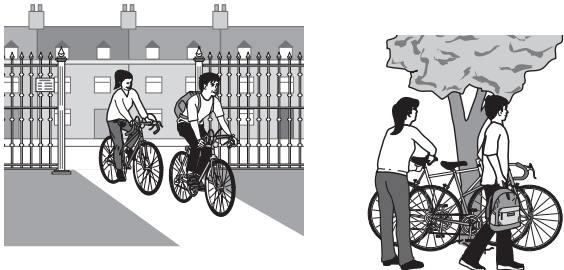
BOOKLET 6

Section 3

Situation: The notes and pictures below give an outline of a day when you went to an open-air concert in Coimbra with a friend.


This is not intended to be a monologue. Teacher examiners should ask questions at various points.

A CHEGADA




Aonde foi? Com quem? Como viajou?


NO PARQUE




Como era o parque? O que fez?
Como estava o tempo?




O CONCERTO



Que tipo de música? Gostou? Porquê/Porque não? Quantas pessoas?

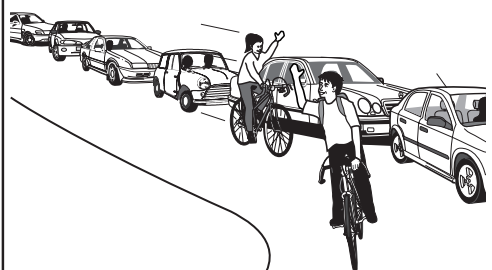


O FIM DO CONCERTO



Quanto tempo durou? O que fez depois?

A SAÍDA



Problema para os motoristas?
Porque foi de bicicleta? As suas
impressões do dia? 😞/😊? Porquê?

BOOKLET 6

General conversation topics (Choose **three** of the following):

Candidates must be given the opportunity to use past, present and future time references in at least one topic.

- Free time
- Self, family and friends
- Your local area
- School life

INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very “open” questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions (*in italics*), which may be more suitable for weaker candidates, or as lead-in questions to the more “open” questions for less confident candidates. For instance, a topic could be introduced with two or three “closed” questions, which require a short response, leading to more “open” questioning which allows the candidate to show initiative and develop the subject matter.

Algumas ideias e sugestões

1 (a) Em casa

Fala-me da tua casa/apartamento.

(Quantos quartos tem? Fala-me do/da)

Descreve-me o teu quarto/jardim/quintal/sala de estar. (Cores/dimensões/plantas/móveis).

(Tens jardim/quintal? O que é que tens no teu quarto?)

O que é que fazes (para ajudar) em casa? E ontem? E no próximo fim-de-semana?

(Arrumas ou fazes a limpeza lá em casa/lavas a loiça/ajudas os teus avós?)

Diz-me como é o teu dia-a-dia em casa. (De manhã, à tarde/aos fins-de-semana).

(A que horas é que te levantas/chegas a casa/almoças?)

De que é que tu gostas/não gostas em casa/no teu quarto? Porquê?

(De que cor são as paredes? Gostas? Porquê/Por que não?)

Quem é que cozinha lá em casa? Opiniões sobre a comida/refeições/cozinha.

(O teu pai/a tua mãe faz o jantar? O que é que tu gostas de cozinhar?)

O que é que tu gostarias de mudar lá em casa/no teu quarto? Porquê?

(Gostas do teu quarto? Porquê/Por que não?)

1 (b) Na escola

Fala-me da tua escola/do teu colégio.

(Quantos alunos/professores tem a tua escola?)

Descreve-me a tua sala de aula/o prédio da escola/o recinto onde fica a escola.

(A tua sala de aula é grande? O que é que há na tua sala de aula?)

De que lição é que gostas mais? Porquê? E a de que menos gostas? Porquê?

(Gostas de Matemática? Que aula é que tens a seguir/amanhã?)

Descreve-me o teu dia-a-dia na escola/no recreio/a rotina de manhã/à tarde.

(A que horas é que chegas/chegaste à escola/almoças/almoçaste/vais/foste para casa?)

De que é que gostas/não gostas na escola/lições/desportos (esportes)? Porquê?

(O que é que fazes durante o recreio/à hora do almoço? Com quem?)

Que opinião tens das regras da escola? Opiniões acerca do uniforme/trabalhos de casa.

(Os professores são severos? O que é que tu achas dos deveres?)

O que é que mudarias na tua escola? Como é que isso seria melhor?

(Gostas da tua escola/do uniforme? Porquê/Por que não?)

2 (a) Eu, a minha família e os meus amigos

Fala-me da tua família/do teu melhor amigo/irmão/avó.

(Quantas irmãs tens? Fala-me da tua irmã, Florinda.)

Descreve-me a tua mãe/o teu pai/cão (cachorro). Profissão/temperamento/cabelo/altura.

(Tens um animal de estimação? O que é que o teu pai/irmão faz?)

O que é que tu gostas de fazer com os teus amigos? No último fim-de-semana? Na próxima semana?

(Vais ao cinema/à igreja/jogas futebol com os teus amigos?)

Diz-me como és. Temperamento/de que gostas/não gostas.

(És inteligente/simpático/obediente/desportivo/trabalhador?)

De que é que (não) gostas nos teus amigos/colegas de turma? Porquê?

(Quem é o teu melhor amigo/a tua melhor amiga? Descreve-me esse amigo/essa amiga. Carácter/coisas de que gosta/não gosta).

Dás-te bem com a tua família/colegas de turma/rapazes/ raparigas (meninas)? Opiniões.

(Gostas do teu irmão? A tua mãe/o teu pai é simpático/severo? Como?)

O que é que tu mudarias na tua família/vida/vida familiar? Como é que isso seria melhor?

(O que é que fazes aos fins-de-semana/à noite? Que outras coisas gostarias de fazer?)

2 (b) Tempo livre

Fala-me dos teus passatempos favoritos (hobbies). O que é que fazes aos fins-de-semana/à noite?

(Praticas algum desporto (esporte)? Gostas de música? Que tipo? Quando? Com quem?)

Gostas de ver (assistir) televisão/ler/ir a concertos? Fala-me disso.

(Vais a clubes? Qual é o programa de televisão de que gostas mais?)

O que é que fazes nos teus tempos livres? No último fim-de-semana? E no próximo fim-de-semana?

(Vais às compras/a jogos de futebol/à igreja nos fins-de-semana?)

Diz-me o que gostas de fazer nos teus tempos livres/rotina à noite/fim-de-semana.

(A que horas é que chegas a casa/te levantas aos sábados? E depois o que é que fazes?)

De que é que (não) gostas nos fins-de-semana? Porquê?

(O que é que fazes nos sábados/domingos de manhã/à tarde/à noite? Fala-me disso.)

Com quem é que passas o teu tempo livre? Opiniões sobre amigos/família.

(Vês (assistes) televisão com a tua família? Sais com os teus amigos?)

O que é que farias se não tivesses de ir à escola ou ao trabalho? Porquê?

(Em que gastas o dinheiro que tens? Roupas/moda/música/desporto (esporte)?)

3 (a) A região onde vives

Fala-me da cidade/aldeia/região onde vives. Industrial? Interesse turístico?
(Onde é que vives? Gostas de viver na cidade de X?)
 O que é que essa região tem para os jovens (ocuparem o seu tempo)?
(Há um cinema? Há muitos clubes perto?)
 O que há nessa região para os turistas (fazerem)?
(Já visitaste o castelo/museu/parque de X? Conta-me como foi.)
 Como é essa região para fazer compras? Fizeste compras no último fim-de-semana?
(Fazes compras na cidade de X? Nalguma outra parte? Quando? Com quem?)
 Qual é a tua opinião sobre a cidade/aldeia/região onde vives? Porquê?
(De que é que não gostas na cidade de X? Transportes/distracções?)
 Quais são as (des)vantagens de viver na cidade ou no campo?
(Gostas de viver na cidade de X? Porquê? Preferias viver noutra sítio (lugar)?)
 Se pudesses escolher, onde é que gostarias de viver? No estrangeiro? Porquê?
(Gostarias de viver em Portugal/no Brasil? Como é o clima aqui/lá?)

4 Carreiras, trabalho, experiência de trabalho

Fala-me da experiência de trabalho que tens. Durante quanto tempo? Que tipo de empresa?
(Gostaste de trabalhar na empresa X Ltda? Porquê/Por que não? Conta-me como foi.)
 Trabalhas aos fins-de-semana/à noite? Opiniões acerca deste emprego.
(Trabalhas num supermercado? Onde/quando é que trabalhas aos sábados?)
 O que é que queres fazer quando deixares a escola? Escola superior/ universidade/ trabalhar/
 estudar?
(Vais para a universidade em Setembro? O que é que vais estudar?)
 Descreve-me a rotina do emprego que tiveste. De manhã/à tarde. Transportes/refeições.
(A que horas é que chegaste à empresa X? De manhã/hora do almoço/à tarde?)
 Que tipo de emprego/profissão gostarias de ter no futuro? Porquê?
(Depois da universidade/escola superior? Queres trabalhar numa loja/escritório/ oficina? Porquê?)
 O que é que a tua mãe/o teu irmão/pai faz? Gostarias de ter esse emprego?
(Qual é o emprego da tua mãe/do teu pai? Queres ser xxxx?)
 (Des)vantagens de vários empregos/carreiras/oportunidades de estudo ou emprego.
(Quanto é que tu ganhas/recebes? Em que é que gastas esse dinheiro?)

5 (c) Férias

Fala-me das tuas férias grandes. Ano passado? Este Verão?

(Aonde é que vais passar as férias este ano (foste no ano passado)?)

Descreve-me as tuas férias (o tempo/transportes/alajamento (acomodação)/actividades).

(Onde é que gostas de passar as férias? Ficas numa caravana? Com quem?)

Se tivesses montes de dinheiro, aonde é que irias passar as férias? Com quem?

(O que é que gostas de fazer durante as férias? Com quem? Se faz mau tempo?)

Descreve-me as férias do Natal/Eid/Diwali. Festas/visitas/refeições.

(O que é que fazes no Diwali/Natal/Eid? Com a família? Comer/beber/sair/visitar?)

O que é que gostas/não gostas das férias? Porquê? Vais ao estrangeiro/ficas neste país?

(O que é que fazes em casa durante as férias? Gostas? Porquê/Por que não?)

Preferes passar as férias com a família ou com amigos? Quais são as diferenças?

(Passas as férias com a tua família? Gostas? Porquê/Por que não?)

(Des)vantagens de diversos tipos de férias. Custo/viagem/alajamento (acomodação).

(Gostas de passar as férias em Portugal/no Brasil? Porquê/Por que não?)



RECOGNISING ACHIEVEMENT

GCSE

Modern Foreign Languages

OCR GCSE 1921/1922/1923/1924

Speaking Mark Sheet

DUTCH 1921
 PERSIAN 1922
 PORTUGUESE 1923
 TURKISH 1924
 ✓ tick language

Centre Number

Candidate Name Candidate Number

- ALL CANDIDATES should attempt one Section 1, Section 2 and Section 3 role-play.
- The teacher should complete the centre and candidate details, the RP booklet used, the conversation topics, teacher's name and date of test. (All areas in grey).

RP BOOKLET NO:.....												
SECTION 1 Role-play					SECTION 2 Role-play					SECTION 3 Role-play		
TASK	1	2	3	4	TASK	1	2	3	4	8		
	2	2	2	2		2	2	2	2	6	7	
	1	1	1	1		1	1	1	1	4	5	
	0	0	0	0		0	0	0	0	2	3	
										0	1	
Mark /8					Mark (8÷2) /4					Mark /8		

CONVERSATION	LINGUISTIC QUALITY																																	
TOPIC 1: TOPIC 2: TOPIC 3: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2">10</td></tr> <tr><td>8</td><td>9</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>0</td><td>1</td></tr> </table>	10		8	9	6	7	4	5	2	3	0	1	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>20</td><td>19</td></tr> <tr><td>18</td><td>17</td><td>16</td></tr> <tr><td>15</td><td>14</td></tr> <tr><td>13</td><td>12</td><td>11</td></tr> <tr><td>10</td><td>9</td></tr> <tr><td>8</td><td>7</td></tr> <tr><td>6</td><td>5</td></tr> <tr><td>4</td><td>3</td></tr> <tr><td>2</td><td>1</td></tr> <tr><td>0</td></tr> </table>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
10																																		
8	9																																	
6	7																																	
4	5																																	
2	3																																	
0	1																																	
20	19																																	
18	17	16																																
15	14																																	
13	12	11																																
10	9																																	
8	7																																	
6	5																																	
4	3																																	
2	1																																	
0																																		
Mark /10	Mark /20																																	

Section 1 Role Play (out of 8)	Total (out of 50)	Name of Teacher Conducting Test	
Section 2 Role Play (out of 4)		Date of Test	2007
Section 3 Role Play (out of 8)		Name of Examiner	
Conversation (out of 10)		Creditor Number	<input type="text"/>
Linguistic Quality (out of 20)			

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.