

**IGCSE Foreign Language Dutch
Defined Content**



Syllabus for First Examination in 2002





Defined Content Booklet

Foreign Language Dutch

Syllabus code: 0515

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE DUTCH

MINIMUM CORE VOCABULARY

This Minimum Core Vocabulary List for the Core Curriculum is primarily intended as a guide for teachers to assist in the planning of work in relation to the Programme of Study.

The assessment tasks for the Core Curriculum will be based on the Minimum Core Vocabulary but candidates should expect to encounter unfamiliar vocabulary.

The Minimum Core Vocabulary does not attempt to contain all numerals and ordinals, words in common use in English, English words in common use in Dutch, cognates, common place names, derivatives or compound nouns, if they can be formed by joining words listed in their literal meanings. Candidates should, however, be expected to be familiar with these.

GENERAL NOTIONS

Candidates will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific topics and settings can occur in any of the topic areas listed in the syllabus.

A

aan
aanbieding
aandoen
aangetekend
aangeven
aanhebben
aankomen
aankomst
aanrecht
aanrijden
aanrijding
aantal
aantrekken
aardappel
aardbei
aarde
aardig
aardrijkskunde
abonnee
abonnement
abstract
accu
achter
achterin
achternaam
actie
actief
activiteit
adem
administratie
adres
advertentie
af
afdeling
afhalen
aflopen
afrekenen
afscheid
afschuwelijk
afslaan
afpraak
afwassen
afzender
agenda
alfabet

allebei
alleen
alles
alsjeblieft / alstublieft
ambtenaar
ander
anders
angst
ansichtkaart
antwoorden
ANWB
apart
apotheek / apotheker
apparaat
appel
appelsap
april
arm
armband
artikel
arts
asperge
aspirine
assistent(e)
atheneum
atleet
atletiek
augustus
auto
automaat
avond
avondeten

B

baan
baard
baas
baby
bad
baden
badkamer
badminton
bagage
bak(je)
bakker
bakkerij
banaan
band(je)
bang
bank
banketbakkerij
bar

basisschool
basketbal
bed
bedankt
bedoelen
bedrag
bedrijf
beeld
been
beest
begane grond
beginnen
behalve
behandelen
bejaardentehuis
bekend
beker
bel
belangrijk
belangstelling
bellen
beloven
beneden
benzine
benzinepomp
benzinstation
berg
bergbeklimmen
bericht
beroep
beschrijven
bespreken
beste
bestek
bestellen
bestemmingen
betaalpas
betalen
betekenen
beterschap
beurt
bewijs
bewolkt
bezet
bezig
bezoeken
bezorgen
bibliotheek
bier
bij
bijna
bijsluiten

bijten
bijvoorbeeld
bijzonder
binnen
binnenkort
binnenland
biologie
bioscoop
bitterballen
blad
blauw
bleek
blessure
blij
blijven
blik
blikopener
bliksem
bliksemen
blind
bloed
bloem
bloemist
bloemkool
blond
blouse
blussen
boek
boer
boerderij
bolletje
bon
bonen
boodschappen
boom
boontjes
boos
boot
bord
borst
borstel
bos
boter
boterham
botsing
bouwen
boven
brandblusser
brandweer
brandweerman
breed(te)
breien

breken
brengen
brief(je)
briefkaart
brievenbus
bril
brochure
broek
broer
brommer
bronwater
brood
broodje
brug
bruin
BTW
bui
buik
buiten
buitenland – buitenlander – buitenlands
bungalow
bungalowpark
bureau
buren
bus
bushalte
busstation
buurman / buurvrouw
buurt

C

cadeau
café
cafeteria
camera
camping
caravan
Celsius
cent
centrum
certificaat
champagne
champignon
chauffeur
cheque
chips
chocolade
citroen
club
cola
collega
comfortabel

concert
conducteur
controleren
correct
coupé
crème
cursus
cv

D

daar
daarheen
daarna
daarnaartoe
daarom
daarvandaan
dag
dagelijks
dagschotel
dak
dames
damesmode
dan
dank
dankjewel / dank u wel
dansen
das
datum
december
deel
dekbed
delen
denken
deur
deze
dialoog
dicht
dichtdoen
dichtbij
dieet
dienst
diep(te)
diepvries
dier
dierentuin
diesel
dik
ding(etje)
dinsdag
direct
directeur
disco(theek)

docent
dochter
doel
doelpunt
doen
dokter
dol op
dom
donder
donderdag
donker
dood
doof
dooien.
doorbrengen
doordeweeks
doos
doosje
doperwten
dorp
dorst
douane
douche
douchen
draad
dragen
drank(je)
drinken
drogist
dromen
dronken
droog
drop
druif
druk
drum
druppel(tje)
dubbel
duidelijk
duim
duin
duizend
dun
durven
dus
duur
duwen

E

echt
eend
eenpersoonskamer

eenrichtingsverkeer
eerder
eerste
eetbaar
eetzaal
eeuw
ei
eigen
eigenaar / eigenares(se)
eindigen
elektricien
elektriciteit
elftal
elkaar
elleboog
emotie
enkel
envelop
erg
ergens
ervaring
erwten
eten
EU
euro
even
examen
exclusief
expres

F

fabriek
familie
familielid / familieleden
fantastisch
februari
feest
feestdagen
feit
fel
fiets
fietsen
fietsenstalling
fijn
file
film
flat
flauw
fles
fluit
folder
formulier

foto
fototoestel
fout
frikadel
fris
frisdrank
fruit

G

gaan
gang
garage
gas
gasfornuis
gasstel
gast
gastheer / gastvrouw
gastvrij
gauw
geachte
gebak(je)
gebakken
gebeuren
gebit
geboorte
gebouw
gebruiken
gebruiksaanwijzing
geel
gefeliciteerd
gegevens
gehaktbal
gehandicapt
geïnteresseerd
gek
geld
geldboete
geldig
geldinworp
geleden
gelijk
geloven
geluid
geluk
gelukkig
gemak
(ge)makkelijk
gemeente
geneesmiddel
genezen
genoeg
gepast

gerecht
geschiedenis
geslaagd
geslacht
gesloten
gesprek
gevaar
gevaarlijk
gevangenis
geven
gevoel
gewapend
geweld
geweldig
gewond
gewoon
gezellig
gezicht
gezin
gezond
gezondheid
gids
gisteren
gitaar
glad
glas
godsdienst
goed
goedemorgen / goedemiddag / goedenavond
goedkoop
gordijn
goud(en)
graag
gracht
graden
grap
grappig
gras
gratis
grens
griep
grijs
groen
groente
groentewinkel
groep
groeten
grond
groot
grootmoeder / grootvader
gulden
gymnastiek

gymnasium

H

haar

haarborstel

haast

hagelslag

halen

hallo

hals

halverwege

ham

hamer

hamster

hand

handelaar

handenarbeid

handig

handschoen

handschrift

handtekening

hangen

hard

hartstikke

hbo

haring

hart

hartelijk

haven

havo

hebben

heel

heen

heenreis

heerlijk

heet

helder

helemaal

helpen

hemd

heren

herenmode

herfst

herhalen

(zich) herinneren

herkennen

heten

heup

heuvel

hier

hobby

hockey

hoe
hoeveel
hoed
hoek
hok(je)
hond
honderd
honger
honing
hoofd
hoofdstad
hoofdstraat
hoog(te)
hoogachtend
hopelijk
hopen
horen
horloge
hotel
houden van
hout(en)
huilen
huis
huisarts
huisdier
huiskamer
huiswerk
hulp
huren
huwelijk

I
idee
identiteitsbewijs
ijs(je)
IJsselmeer
ijzer(en)
inclusief
indienen
Industrie
informatie
ingang
ingenieur
ingreep
injectie
inkorten
inpakken
inschrijven
insect
inslaan
instappen
intelligent

intercity
interessant
interesseren
internationaal
invullen
inwoner

J

ja
jaar
jaarkaart
jack
jaloers
jam
jammer
januari
jarig
jas
jenever
jeugd
jeugdherberg
jong
jongen
jongeren
juffrouw
juist
juli
juni
jurk

K

kaars
kaart(je)
kaas
kabel
kabeljauw
kalender
kalf
kam
kamer
kamermeisje
kampeerplaats
kamperen
kanaal
kant
kantoor
kapot
kapper
karbonade
kassa
kast
kasteel

kat
kathedraal
kauwen
keer
kelder
kennen
kerk
kers
Kerstmis
keuken
ketting
kies
kiezen
kijken
kilo
kin
kind
kinderachtig
kindermenu
kiosk
kip
klaar
klacht
klant
klap
klas
klassiek
kleding
kleed
klein
kleingeld
kleren
kleur
kleuterschool
klimaat
klok
kloppen
kluis
knal
knap
knie
knippen
knop
koe
koekje
koel
koelkast
koers
koffer
koffie
koffiekan
kok(kin)

koken
komen
konijn
koning(in)
kool
koopavond
koorts
kopen
kop(je)
kort
korting
kortingskaart
kosteloos
kosten
kou
koud
kraan
krant
krijgen
kroket
kruis
kruispunt
kunnen
kunst
kus
kussen
kust
kwaliijk
kwaliteit
kwart(je)
kwartier
kwijt

L

laag
laars
laat
lachen
lam
lamp
land
landen
landschap
lang
langs
langzaam
laten
later
Latijn
leeftijd
leeg
leerling

leger
leggen
legitimatie
legitimatiebewijs
legitimeren
leiding
lekker
lelijk
lenen
lengte
lening
lente
lepel
leraar / lerares
leren
les
lesrooster
letter
leuk
leven
levensgevaarlijk
levensmiddelen
leverworst
lezen
licht
lid
lied(je)
lief
liefde
liefst
liegen
lievelingsvak
liever
lift
liggen
lijken
lijn
lijst
liter
limonade
linker
links
links(af)
lip
loempia
logé / logee
logeren
lokaal
loket
loodvrij
loon
lopen

lucht
luchtdruk
luchthaven
luchtpost
lui
luid
luisteren
lunch
lusten
luxe
lyceum

M

maag
maaltijd
maan
maand
maandag
maar
maart
Maas
maat
maatschappijleer
machine
machinist
mager
maken
man
mand
map
markt
mat
matig
mavo
mayonaise
maximum
medewerker
medicijn
meegaan
meenemen
meer
meestal
mei
meisje
melden
melk
men
meneer
mening
mens
mensen
menu

mes
met
meteen
meter
metro
meubels
mevrouw
middag
middageten
middelbaar
middelste
midden
mineraalwater
minimum
minister
mis
misdaad
misschien
mist
mobiel
mode
modern
moe
moeder
moedertaal
moeilijk
moeite
mogelijk
molen
moment
mond
monteur
mooi
morgen
moskee
motel
motor
muis
munt
museum
muur
muziek
muziekinstrument

N

naaien
naald
naam
naar
naast
nacht
nagel

nagerecht
nakijken
nat
nationaliteit
natuur
natuurkunde
natuurlijk
nauw
nee
neef
negatief
nek
nemen
net
neus
nicht
niet
nieuw
nodig
noemen
nog
nooduitgang
noord(en)
Noordzee
november
nummer
nuttig

O

ober
ochtend
oefenen
oefening
ogenblik
oktober
olie
oliebollen
oma
omgeving
omkijken
omleiding
onbekend
onder
onderbroek
onderdeel
ondertekenen
onderweg
ongeluk
onjuist
ons
ontbijt
ontbijten

onthouden
ontmoeten
ontvangen
onweer
ontzettend
onzin
oog
ook
oom
oor
oost(en)
op
opa
opbellen
open
openbaar
openen
openingstijd
opera
opleiding
opletten
oplossing
opnemen
opruimen
opsluiten
opsporing
opstaan
oranje
organiseren
orkest
oud
Oud en Nieuw
oudejaarsavond
ouders
oudste
overdag
overdekt
overgaan
overhemd
overige
overlijden
overmaken
overnachten
overstappen
oversteken
overvallen

P

paal
paar
paard
paardenstaartje

paars
pad
pak
pakje
pan
paniek
pannenkoek
panty
papier(en)
paprika
pardon
park
parkeergarage
parkeermeter
parkeerplaats
parkeren
partij
Pasen
pasfoto
paspoort
paspoortcontrole
passagier
passen
patat
patiënt
pauze
pech
peer
pen
pension
penvriend
per
periode
perron
personeel
persoon
persoonlijk
perzik
pet
peuterschool
piano
picknick
pijn
pil
pincode
plaats
plaatselijk
plafond
plan
plank
plannen
plant

plastic
plattegrond
platteland
plein
pleister
plezier
poes
politieagent
politiebureau
pols
pond
poot
pop
popmuziek
poppenkast
portefeuille
portemonnee
portie
porto
portret
positief
post
postbode
postcode
posten
poster
postkantoor
postzegel
pot
potlood
praatpaal
prachtig
praten
precies
prei
premier
prettig
prijs
prima
proberen
probleem
product
proefwerk
proeven
programma
proost
provincie
provisie
pruim
puber
puberteit
publiek

pudding
punt
put
pyjama

R

raam
radio
ramp
recept
receptie
receptionist(e)
rechtdoor
rechter
rechts(af)
reclame
reden
redden
reep
regen
regenachtig
regenjas
regisseur
reinigen
reis
reizen
rekenen
rekening
rem
remmen
repareren
repeteren
repetitie
reportage
reserveren
restaurant
retour(tje)
riem
rij
rijbewijs
rijden
rijk
rijksdaalder
Rijn
rijst
rijtjeshuis
ring
ritje
ritssluiting
rivier
roeien
rood

roepen
roken
rol(letje)
rolschaatsen
rondkijken
rondleiding
roos
rooster
roosteren
rose
rot
rotonde
rugzak
ruilen
ruimte
rundergehakt
runderlappen
rundvlees
rust
rustig

S

saai
salade
salami
samen
samenwonen
sandaal
sap
schaatsen
schaduw
scheepvaart
scheiden
scheikunde
scherp
schijnen
schilderen
schilderij
schip
schoen
school
schoolreisje
schooltas
schoon
schoonmaken
schotel
schouder
schrift
schriftelijk
schrijven
schuin
schuur

september
serieus
serveerster
servies
shampoo
sigaar
sigaret
simpel
sinaasappel
sinaasappelsap
sinds
Sinterklaas
sla
slaapkamer
slaapzak
slagen
slager
slagerij
slank
slapen
slecht
sleutel
slikken
slim
slot
sluiten
smakelijk
smaken
snaar
snackbar
sneeuw
snel
snelweg
snijden
snoep
soep
sok
soldaat
solliciteren
sommige
soort
sorry
souvenir
sparen
speciaal
specialist
speelgoed
spel(letje)
spelen
spellen
spijkerbroek
spijten

spoor
spoorboekje
spoorwegen
sport
sporthal
sportief
spreekkamer
spreekuur
spreken
springen
spuitbus
staan
staart
stad
stadhuis
stadion
staf
staken
stampot
starten
station
steen / stenen
stekker
stelen
sterk
sterven
stoel
stoep
stof
stofzuiger
stok
stom
stomerij
stopcontact
stoplicht
stoppen
stoptrein
storm
stormachtig
storten
straat
straks
strand
streng
strijken
strip(boek)
strippenkaart
stripverhalen
stroom
studeerkamer
student
studeren

stuiver
stuk
sturen
suiker
super
supermarkt
surfen

T

T-shirt
taak
taal
taart
tabak
tafel
tafel afruimen/dekken
talen
tandarts
tandenborstel
tandpasta
tanken
tante
tarief
tarwebrood
tas
taxi
te
teen
tegelijk
tegen(aan)
tegenover
tekenen
tekening
tekenfilm
tekst
tekstverwerker
telefoneren
telefoon
televisie
televisietoestel
temperatuur
tennisbaan
tent
tentoonstelling
terug
theater
thee
theepot
thuis
tienertoer
tientje
tijd

tijdelijk
tijdens
tijdschrift
toch
toegang
toegangskaartje
toekomst
toeschouwers
toestel
toetje
toetsenbord
toilet
tomaat
toneel
toon
toren
tot
tram
tramhalte
trap
trein
trompet
trots
trouwen
trui(tje)
tube
tuin
tuinieren
tussen
tv
tweede
tweepersoonskamer
typen

U

ui
uitdoen
uitgaan
uitgang
uitgever
uithangbord
uitkijken
uitleggen
uitmaken
uitnodigen
uitnodiging
uitpakken
uitsmijter
uitstappen
uitstapje
uitstekend
uitverkocht

uitverkoop
uitzicht
universiteit
uur

V

vader
vak
vakantie
vakkenpakket
vallen
van
vanillevla
vanmiddag
vanmorgen
varken
varkenslappen
veel
veerpont
vegetarisch
veiligheid
vel
ver
veranderlijk
verbeteren
verbinding
verblijf
verboden
verder
verdienen
verdieping
verdrietig
Verenigd Koninkrijk
Verenigde Staten van Amerika
vereniging
vergeten
vergunning
verhaal
verhuizen
verjaardag
verkeer
verkeerd
verkopen
verkoper
verkouden
verliefd
verontschuldigen
verpakking
verpleegkundige
verpleger
vers
verschijnen

verschil
verstaan
vertalen
vertellen
vertraging
vertrek
vertrekken
vervelend
vervoer
vervoermiddel
vervolgens
verwonding
verzekering
vierkant
vies
vinden
vinger
viool
vis
vissen
vlak
vlecht
vlees
vliegen
vliegtuig
vliegveld
vlinder
vloer
vloerbedekking
vlucht
vluchteling
vlug
vmbo
voelen
voet
voetbal
voetballen
voetganger
vogel
voldoende
volgend(e)
volledig
volkorenbrood
volleybal
voor
voor(in)
vooral
voorbij
voorbijganger
voorjaar
voornaam
voorste

(zich) voorstellen
voorwerpen
vorig
vork
vraag
vrachtwagen
vragen
vreemde
vreselijk
vriend(in)
vriendelijk
vriendschap
vriezen
vrij
vrijdag
vrijen
vrije tijd
vrijstaand
vroeg
vrolijk
vrouw
vrucht
vuil
vuur(tje)
VVV

W

Waal
waar
waarheid
waarschuwing
wachten
wachtkamer
Waddenzee
wagen
wakker worden
wandelen
wanneer
warenhuis
warm
wasdroger
wasgelegenheid
wasmachine
wassen
wasserette
wastafel
wat
water
wc
wedstrijd
week
weekend

weer
weerbericht
weg
wegrestaurant
weinig
wekker
welk(e)
welkom
wensen
wereld
werk
werking
west(en)
wiel
wijk
wijn
wijnkaart
wijzen
wild
willen
wind
winkel
winkelcentrum
winnen
winter
wiskunde
wisselen
wisselgeld
wisselkantoor
wisselkoers
wit
woensdag
wol
wolk
wonen
woning
woonkamer
woonplaats
woonwagen
worden
worst
wortel

Y
yoghurt

Z
zaak
zacht
zak
zakdoek
zakgeld

zakken
zand
zaterdag
zee
zeep
zeer
zeggen
zeilboot
zeker
zelf
zelfbediening
zender
zetten
zich
ziek
ziekenauto
ziekenfonds
ziekenhuis
zien
zijn
zilver(en)
zin
zingen
zitkamer
zitten
zo
zoeken
zoet
zolder
zomer
zon
zondag
zonder
zonneshij
zonnig
zoon
zorgen
zuid(en)
zullen
zus(ter)
zuur
zwaar
zwart
zweefvliegen
zwembad
zwembroek
zwemmen
zwempak
zweten

LANDENLIJST

België – Belg – Belgisch
Denemarken – Deen - Deens
Duitsland – Duitser – Duits
Engeland – Engelsman – Engels
Europa – Europeaan - Europees
Frankrijk – Fransman – Frans
Friesland – Fries - Fries
Griekenland – Griek – Grieks
Italië – Italiaan – Italiaans
Nederland – Nederlander – Nederlands
Portugal – Portugees - Portugees
Spanje – Spanjaard – Spaans
Turkije – Turk – Turks
Vlaanderen – Vlaming – Vlaams
Wallonië – Waal – Waals
Zweden – Zweed - Zweeds

Amerika – Amerikaan – Amerikaans
Antillen – Antilliaan - Antilliaans
China – Chinees - Chinees
Indonesië – Indonesiër – Indonesisch
Marokko – Marokkaan – Marokkaans
Rusland – Rus - Russisch
Suriname – Surinamer – Surinaams
Zuid-Afrika – Zuid-Afrikaan – Zuid-Afrikaans
Zuid-Amerika – Zuid-Amerikaan – Zuid-Amerikaans

+ numbers 1 – 1000 (including times, prices etc)

+ letters of the alphabet

CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE DUTCH

STRUCTURES AND GRAMMAR

CONTENTS

- I - VERBS
- II - NOUNS
- III - ADJECTIVES AND ADVERBS
- IV - ARTICLES
- V - PRONOUNS
- VI - NEGATIVES
- VII - NUMBERS, QUANTITY AND TIME
- VIII - PREPOSITIONS
- IX - CONJUNCTIONS

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list at the highest level, although this knowledge would not be tested.

All structures and grammar listed for the Core Curriculum are expected of Extended Curriculum candidates also.

Items listed are for active use, unless otherwise stated.

Symbols used for items graded in increasing order of difficulty are as follows:

- (R) receptive use for Sections 1 and 2 but both receptive and active use for Section 3
- * both receptive and active use for Level 3 only
- *(R) receptive use for Level 3 only

I – VERBS

A REGULAR AND SPECIAL VERBS

- 1 common regular, orthography-changing (eg, reizen, kopen), radical-changing (eg, zijn) and irregular verbs (ie strong) (eg, lopen)
- 2 reflexive verbs, eg, zich herinneren
- 3 impersonal verbs, eg, regenen
- 4 separable verbs, eg, binnenlopen
- 5 directives, eg pas op, achter uitstappen

B VOICE AND PERSON

- 1 voice
 - active voice
 - *(R) passive voice
- 2 person
 - (a) infinitive replacing second person in polite imperative use, eg, bij de portier melden
 - (b) differentiation between polite and informal use of second person pronoun, singular and plural
 - (c) * impersonal idiomatic statements, eg, dat zal wel, dat mag

C INFINITIVE FORMS

- 1 infinitive, including use as a noun
- 2 *(R) used as imperative, eg, opschieten!
- 3 *(R) used in a passive sense, eg, dat is niet te geloven

D PAST PARTICIPLE

common regular and irregular past participles

E INDICATIVE

- 1 present, eg, ik hoop
- 2 past tense or preterite, eg, ik hoopte
- 3 present perfect with hebben and zijn, eg, ik heb gewacht, ik ben gekomen
- 4 future aspect using present tense, eg, ik kom met je mee
- 5 *(R) continuous/frequentative present and past tenses using aan het or staan/zitten (etc) te
- 6 * past perfect or pluperfect with had(den), was/waren

F CONDITIONAL

causative use of laten and * doen, eg, dat laat ik doen, dat doet me denken

II – NOUNS

A GENDER

- 1 common gender and neuter
- 2 diminutive formation with -je / -pje / -tje / etje and spelling changes, eg, meisje

B SINGULAR AND PLURAL

- 1 normal -en ending and -s and -eren endings in common words, eg, handen, ooms (and all diminutives), kinderen
- 2 spelling changes according to regular phonetic rules, eg, mannen, huizen, namen
- 3 vowel changes in the plurals of common words, eg, stad/steden and all nouns ending in -heid
- 4 *(R) the use of the apostrophe in the plural of nouns ending in certain vowels, eg, piano's
- 5 (R) differentiation of meaning according to the plural form, eg, kleden, kleren
- 6 the use of singular and plural forms of measures, eg, drie jaar, twee minuten

C GENITIVE

(R) Genitive use in compounds and to indicate the meaning every or during, eg, stadsbus, 's zomers

III – ADJECTIVES AND ADVERBS

- 1 ending in -e when following the definite article of neuter nouns, definite and indefinite articles of common gender nouns and all plurals, eg, het nieuwe huis, een grote stad, nieuwe huizen/steden
- 2 no inflection following a noun or preceding a neuter noun with the indefinite or no article, eg, de zon is warm, een nieuw huis, vorig jaar
- 3 spelling changes according to regular phonetic rules, eg, lief/lieve
- 4 comparative and superlative formations with –er and –st, and the irregular forms for goed, veel, weinig and graag
- 5 used substantively, eg, het beste, de blinden
- 6 adverbs have the same form as adjectives, but some adverbs are formed with the diminutive of the adjective, eg, netjes, zachtjes
- 7 the superlative adverb with het, eg, het liefst

IV – ARTICLES

- 1 een, het, de
- 2 use of definite article for certain locations, eg, de Sint Janskerk and with the independent possessive pronoun, eg, dit is de mijne
- 3 deletion of the article before nationality or religion, eg, ik ben Engels, katholiek and before profession/occupation, eg, hij is arts/student

V – PRONOUNS

A PERSONAL PRONOUNS

- 1 subject and/or first person
ik, je/u, ze/hij/het, we, jullie/u, ze (emphatic: jij, wij, zij)
- 2 object and indirect
me, je/u, haar/hem, ons, jullie/u, ze/hen (emphatic: mij, jou)
- 3 reflexive
me, je/u, zich, ons, je/u, zich

B POSSESSIVE PRONOUNS

- 1 possessive
mijn, je/uw, haar/zijn, ons/onze, jullie/uw(e), hun (emphatic: jouw)
- 2 use with personal names, eg, dat is Klaas z'n (zijn) jas
- 3 (R) spoken form d'r for haar
- 4 independent usage, eg, dat is de/het mijne, dat is van mij

C DEMONSTRATIVES AND INDEFINITES

- 1 deze, dit
die, dat
elk, ieder
enig, wat
sommige
iets, niets
alle(s), allen, allemaal
iemand/niemand
iedereen
men
- 2 the use of al and elision with de, eg, al de > alle
- 3 (R) the genitive adjective following wat and iets, eg, wat interessants
- 4 (R) the use of het/dat before a copula introducing the referent, eg, het/dat zijn aardige mensen
- 5 word order in sentences using a demonstrative, eg, dat weet ik niet

D RELATIVE PRONOUNS

die, dat
wie
wat
welk(e)
waar

E INTERROGATIVE PRONOUNS

wie
wat
welk
wat voor (een)
hoe

F THE USE OF DEZE, DIT, HET, DIE, DAT, WAT WITH PREPOSITIONS

The use of these pronouns with a preposition requires a conversion of the pronoun to its corresponding adverbial pronoun followed by the preposition: hierop, hierbij, eronder, daarmee (met), daarover, waartussen etc. The adverbial pronoun must be separated from the following preposition where required, eg, waar heb je het mee gedaan? Hier hebben we het over gehad

* iets and niets with preposition become ergens/nergens over etc

VI – NEGATIVES

- 1 niet
geen
- 2 the position of niet in the sentence, eg, dat is mijn boek niet, hij is niet thuis
- 3 the use of geen instead of niet (een), eg, er is geen melk, dat is geen boom and before adjectives, eg, er zijn geen zwarte rozen

VII – NUMBERS, QUANTITY AND TIME

A NUMERALS

1 cardinals

from zero to miljoenen

after prepositions, voor zessen (6 o'clock)

(R) met z'n drieën

units precede tens, eg, 136, honderdzesendertig

(R) approximations, eg, een week of vijf

2 ordinals

from eerste to laatste

(R) voorlaatste

de hoeveelste is het vandaag?

B EXPRESSIONS OF WEIGHT, QUANTITY AND CAPACITY

gram, ons, kilo, hoeveelheid

tiental, aantal, bedrag, kwantiteit

lengte, breedte, inhoud, liter, kilometer

C DATES, DAYS, TIME AND FREQUENCY

24 uur klok, kwart over, half, kwart voor, vijf voor/over half

's morgens, 's middags, 's avonds, 's nachts

om tien uur, tegen achten, op woensdag (over een week/over veertien dagen)

om hoe laat?, sinds wanneer?, vanaf ... tot

op het ogenblik/dit moment, om de drie weken, af en toe

onmiddellijk, nu, zo, later, straks

altijd, meestal, vaak, soms, wel eens, zelden, nooit

morgen, overmorgen, gisteren, eergisteren

VIII – PREPOSITIONS

- 1 op, onder, in, uit, binnen, buiten, met, zonder, voor, achter, boven, onder, van, naar, langs, naast, na, om, over, tussen, door, bij, per, te, tegen, tijdens, tot, tussen
- 2 with pronouns (see above), waar kom je vandaan?, waar ga je naartoe?
(R) waar ga je heen?

IX – CONJUNCTIONS

- 1 co-ordinating conjunctions
en, maar, want, dus
- 2 subordinating conjunctions
dat, omdat, wanneer, toen, voordat, nadat, of, als, waarom, hoe, waar, wat, die
(relative pronoun)
word order in subordinate clauses

SUBJECT CONTENT

AREAS OF EXPERIENCE AND TOPICS

The appendix sets out further details of the syllabus content as expressed in tasks related to Topics and Areas of Experience.

The Topic headings are not always clearly defined and delimited, and there are therefore areas of overlap and duplication. For example, a Topic such as 'Home Life' occurs under Areas of Experience A and overlaps with 'House and Home' in Area of Experience B. In the same way, B6 'Holidays' is closely linked to E1 'Tourism at Home and Abroad'. It is important to maintain all headings, even where there is some repetition, otherwise a key element might be omitted. Cross references are given in such cases.

The examination papers will sample Topics and tasks from the range set out in the following list. It will not necessarily be appropriate to examine Topics individually.

Tasks listed for Section 1 of the Core Curriculum (targeted grades G, F, E) assume situations where requirements and responses are reasonably predictable.

Under each topic, tasks have been listed in three columns, following the pattern of three sections in the examination. The left hand column shows tasks appropriate to Section 1 of the examination (targeted grades G, F, E). The centre column contains tasks targeted at Section 2, i.e. grades D, C. The right hand column contains tasks targeted to Section 3 of the examination (targeted grades B, A, A*).

Candidates entered for Section 3 are expected to have covered tasks defined for all sections of the examination. In addition, candidates aiming at the higher grades (B, A, A*) will be expected to handle a wider range of vocabulary and structures and to demonstrate some or all of the following:

- cope with a greater degree of unpredictability
- understand and give fuller accounts which make use of more complex range of language (for example structures, tense, range of vocabulary)
- give and understand opinions and draw conclusions where necessary
- see the relationship between ideas.

Summary of Content

		Examination Topics	
Area A	Everyday activities		
	The language of the classroom		A1
	Home life and school	Home life School routine	A2 A3
	Food, health and fitness	Eating and drinking Health and fitness	A4 A5
Area B	Personal and social life		
	Self, family and personal relationships	Self, family and friends House and home Personal relationships	B1 B2 B3
	Free time and social activities	(including leisure and media) Eating out (see Topic A4)	B4
	Holidays and special occasions	Festivals and special occasions Holidays; getting around Accommodation	B5 B6 B7
Area C	The world around us		
	Home town and local area	Home town and geographical surroundings Shopping Public services	C1 C2 C3
	Natural and made environment	Natural environment Weather Finding the way	C4 C5 C6
	People, places and customs	Meeting people Places and customs Travel and transport	C7 C8 C9
Area D	The world of work		
	Further education and training		D1
	Careers and employment	Future career plans Employment and unemployment	D2 D3
	Language and communication in the work place	Communication Language at work	D4 D5
Area E	The international world		
	Tourism at home and abroad	Holiday travel and transport (see Topic C9) Geographical surroundings (see Topic C1) Weather (see Topic C5)	E1
	Life in other countries	Places and customs (see Topic C8) Food and drink (see Topic A4) Meeting people (see Topic C7)	E2
	World events and issues	eg issues according to available resources and individual interest eg environment, poverty, war (see details under this topic heading in the Defined Content Booklet)	E3

AREA A EVERYDAY ACTIVITIES

TOPIC A1 The Language of the Classroom

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- say what subjects they study at school
- understand classroom instructions
- make routine classroom requests
- ask for repetition
- ask someone if they speak the language they are learning
- ask what something is called in the target language
- ask what a word or expression means
- say that they do not know/understand

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- say how long they have been learning these subjects
- ask for explanations of words and expressions
- ask for items to be pronounced or spelled
- use everyday language of classroom interaction

**Targeted Grades B, A, A*
Language Tasks**

No extra tasks but more extensive treatment of these tasks is required as explained in the introduction to this section

TOPIC A2 Home Life (see also Topic B2)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- state address
- give information about type of dwelling
- say how many rooms in house/flat and name them
- give details about routine daily activities at home
- give information or ask about taking a bath or shower
- give information or ask about washing/eating/ household routines
- say what jobs they do around the house
- give a simple description of rooms and activities corresponding to each room

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- give more specific details about daily routine at home
- say how their own room is furnished
- give details of services, amenities and equipment at home
- give more detailed description of rooms and activities corresponding to each room

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- describe division of household tasks and express opinions on this division

TOPIC A3 School Routine (see also some overlap with D1)

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- state the type, size and location of their school and describe the buildings
- give details of a typical school day; timetable, time of lessons, amount of homework, games, sort of clothes they wear
- say how they travel to and from school
- say which subjects they like or dislike

Candidates should be able to:

- say which club they belong to and what kind of activities they do
- describe the special events in the school year, such as plays, parents' evenings, sports day, visits
- talk about their examinations
- talk and write about their school
- discuss their future plans at school and after

Candidates should be able to:

- describe the special events in the school year and give a full description
- discuss their future plans at school and after and justify their choices

TOPIC A4 Eating and Drinking

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- express simple opinions about food likes and dislikes
- accept/decline offers of food and drink
- ask for a table for x people
- ask for food and items on the table
- attract the attention of the waiter or waitress
- initiate and conclude exchange with waiter using appropriate polite expressions
- ask for the menu
- choose and order items of food and drink on the menu
- request items missing from table
- request the bill and ask whether the service is included
- deal with payment
- settle the bill (asking if service is included)

Candidates should be able to:

- ask for a table for x people
- order a meal (need to change menu because of unavailability)
- ask for clarification about the nature and availability of services and items on the menu
- deal with the orders of others
- show understanding of recipes, orders
- request addition of items missing from the table
- make simple complaints

Candidates should be able to:

- give reasons for order and understand more complex language to explain changes
- make complaints giving more details and reasons

TOPIC A5 Health and Fitness

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- say how well/unwell they are
- explain where they have a pain
- call for help
- make simple requests for items at chemists

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- describe minor ailments e.g. headaches, temperature, nausea, toothache and say how long they have had them
- ask for specific remedies or general medicinal products at a chemist
- make arrangements for a visit to doctor, dentist or chemist
- interact with doctor/dentist/chemist on the subject of common ailments
- understand spoken or printed instructions for taking medication
- act as interpreter or intermediary for someone else

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- discuss aspects of healthy lifestyle e.g. diet and exercise
- express personal reactions to feeling unwell
- act as interpreter or intermediary for someone who feels unwell explaining circumstances and giving reasons

AREA B PERSONAL AND SOCIAL LIFE

TOPIC B1 Self, Family and Friends

Targeted Grades G, F, E

Language Tasks

Candidates should be able to:

- say their name
- spell their name
- give their nationality
- say how old they are
- say whether they have brothers and sisters and how many
- give ages of siblings if applicable
- give a description of their pets, if applicable (see also B2)
- give a description of their family e.g. appearance, character and temperament
- say what sort of jobs their parents have (see also D3)
- talk about their pocket money and jobs, if applicable

TOPIC B2 House and Home (see also A2)

Targeted Grades G, F, E

Language Tasks

Candidates should be able to:

- state address
- give information about type of dwelling
- say how many rooms in house/flat and name them
- give a simple description of how their room is furnished
- give details about routine daily activities at home
- give information or ask about taking a bath or shower
- give information or ask about washing/eating/household routines
- say what jobs they do around the house

Targeted Grades D, C

Language Tasks

Candidates should be able to:

- give their date and place of birth
- talk about friends' interests
- talk about relatives (including marital status)

Targeted Grades B, A, A*

Language Tasks

Candidates should be able to:

- give their date and place of birth, giving more details
- talk about friends' interests giving fuller descriptions and expressing opinions
- talk about relatives giving more details and fuller information
- express feelings about others

Targeted Grades D, C

Language Tasks

Candidates should be able to:

- give more specific details about daily routine at home
- give more detailed description of how their own room is furnished
- give details of services, amenities and equipment at home
- describe rooms and activities corresponding to each room
- give details of the garden
- give details of life at home and of daily routine; (when they get up, have their meals, how they spend evenings and weekends, what they do to help at home etc.)

Targeted Grades B, A, A*

Language Tasks

Candidates should be able to:

- fulfill all tasks in column 2 and in addition give more details and express opinions, for example about aspects of home routine

- say whether they share a room or have a room of their own
- say if they have a garden
- say whether they have pets at home and give their names
- recognise the names of essential pieces of furniture
- talk about their pocket money

TOPIC B3 Personal Relationships

Targeted Grades G, F, E Language Tasks

Candidates should be able to:

- greet someone and respond to a greeting
- say they are pleased to meet someone and ask how they are
- respond to similar enquiries
- ask, if appropriate, about journey, health, mutual acquaintances
- respond to similar questions
- introduce themselves, using relevant details from Topic B1
- introduce a friend to someone else
- invite someone to accompany them on an outing/for a meal
- thank for and accept an invitation; thank for, apologise and decline an invitation
- welcome a visitor
- ask about another person's family and friends; respond to similar enquiries
- thank someone for their hospitality/kindness
- end a conversation and take leave in an appropriate fashion

Targeted Grades D, C Language Tasks

Candidates should be able to:

- act as intermediary or interpreter e.g. for their own family or friends meeting visitors for the first time
- understand someone talking about or giving views on items within the candidate's range of experience or interests

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- understand someone giving more details and expressing a wider range of attitudes on items within the candidate's range of experience or interests

TOPIC B4 Free Time and Social Activities (see also A4)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- ask what a friend would like to do
- suggest or express a preference for a particular activity or visit and ask for their opinion
- agree and disagree; express pleasure, lack of interest; modify suggestion
- arrange to meet at a certain place and time, confirm or modify arrangements, saying something is possible, impossible
- apologise for lateness
- say what their own interests and hobbies are and enquire about those of others
- describe how they spend their leisure time including entertainment inside and outside the home, e.g. radio, TV, reading, films, concerts, discos, sporting activities, membership of groups or societies
- enquire about the leisure activities of others
- eating out at a cafe or restaurant (see all items for all grades in Topic A4)

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- describe and comment on the leisure and entertainment facilities of the area they live in
- say why they like or dislike certain sports and entertainments
- discuss the merits of performances sporting and artistic, and give their opinion of players or performers
- talk about a film, TV programme, sporting event or performance they have seen and ask the opinion of others
- describe what they did or what they plan to do during a period of free time, e.g. an evening, weekend or holiday break

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- describe and express a wider range of opinions about the facilities of the area they live in
- give a wider range of opinions about the merits of performances etc.
- talk about a film, TV programme, sporting event or performance they have seen and ask and understand the opinion of others
- describe what they would like to do if opportunity and funds permitted, and make judgements on decisions taken

TOPIC B5 Festivals and Special Occasions

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- refer to dates of special occasions and anniversaries (e.g. own and other family birthdays, weddings)
- give simple information and express simple opinions about festivals/special events in their own locality
- give simple information about special excursions and visits

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- give and seek information about festivals/special occasions in the target language country or the candidate's own country
- give simple, factual account of special occasions or anniversaries (e.g. birthdays, weddings)

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- give detailed account of special occasions or anniversaries, e.g. birthdays or weddings

TOPIC B6 Holidays and Getting Around (see also Topics B7, C6, C9 and E1)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- describe their holidays and holiday periods and how they spend them e.g. where they go, with whom, for how long, what they normally do
- obtain similar information from others
- describe a recent holiday with details of where they went, for how long
- talk about holiday plans
- talk about journeys, forms of transport
- ask a passer-by for directions
- understand directions, ask for clarification if necessary, ask someone to repeat directions
- enquire about transport by bus, coach or train
- understand simple signs
- say whether they have been abroad, saying where if applicable
- write a short letter enquiring about availability of accommodation and the terms and conditions
- read and understand relevant information regarding accommodation e.g. brochures, guide-book entries, letters of reply and confirmation

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- talk/write about a wider range of holiday experiences with details and features of places or countries visited, saying what they saw or did
- ask for details about a town or region they propose to visit as a tourist, e.g. ask about brochures, maps of the area, kinds of accommodation available and cost, weather to be expected, places of interest, entertainment and leisure activities, local events
- give similar details about their own area, or one they have visited, to a prospective tourist, giving simple opinions
- ask the best way of reaching a destination and how long it takes
- understand a wider range of signs

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- give details and features of places visited, comparing and contrasting features and expressing opinions about what they saw or did
- give similar details about their own area, or one they have visited, to a prospective tourist, expressing opinions and making judgements

TOPIC B7 Accommodation (see also Topic B6, Holidays)

General

Candidates should be able to:

- talk about accommodation they use or have used on holiday e.g. hotels, camp-sites, youth hostels and their preferences
- enquire about availability of accommodation and the terms and conditions
- read and understand relevant information regarding accommodation e.g. brochures, guide-book entries, letters of reply and confirmation

At the Hotel

Targeted Grades G, F, E Language Tasks

Candidates should be able to:

- check in; identify themselves and say that a reservation has been made or ask what rooms are available
- say what sort of room(s) is (are) required and for how long
- ask the cost
- ask to see the rooms and the facilities provided; accept or reject
- enquire about breakfast times and whether other meals are available
- ask about keys and leaving/returning to the hotel
- ask about other facilities, e.g. telephone, parking, lifts, lounge
- understand and deal with registration formalities
- ask for the bill and thank

Targeted Grades D, C Language Tasks

Candidates should be able to cope with a fuller range of details involved in staying in a hotel, such as the following:

- deciding between rooms with different facilities, aspect or position
- enquiring about pension, demi-pension, safety arrangements
- requesting extra provision of pillows, blankets, towels etc.
- cope with an element of the unexpected, such as mistaken identity, incorrect reservation details, losing a key, accidents in the room
- be able to complain, e.g. about lack of or condition of facilities, noise etc.

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- give details of a problem and make more detailed complaints

At the Youth Hostel

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- identify themselves and say a reservation has been made or enquire about accommodation
- say how long they are staying and the number of people, male/female
- ask the cost; ask about facilities at the hostel, e.g. meals, cooking and eating, bathing and toilet arrangements
- ask about hire of sleeping bags or sheets
- ask about hostel closing times and departure times
- ask about facilities nearby, such as bakery, grocers, supermarket, restaurants, recreation
- deal with registration requirements, pay and thank

At the Campsite

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- identify themselves saying they have reserved or ask if there are sites available, saying what sort of space is required for tent(s), the proposed length of stay
- enquire about the cost of the site per person, tent or caravan/vehicle and for any special facilities
- ask about facilities provided at the site including toilet and washing arrangements, showers, hot water, electricity points, meals, shopping for basic food and camping requirements

**Targeted Grades D, C
Language Tasks**

Candidates should be able to cope with a fuller range of possibilities and details such as:

- hiring of sleeping bags and sheets
- find out about hostel rules and regulations regarding hot water, duties required before leaving
- ask where they leave valuables
- make simple complaints, e.g. about lack of or condition of facilities, noise

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- make more detailed queries about general security precautions
- give details of a problem and make more detailed complaints

**Targeted Grades D, C
Language Tasks**

Candidates should be able to cope with a fuller range of details involved in camping, for example:

- ask about different sites available and express their preference
- make simple enquiries about rules
- enquire about rules and regulations (fires, barbecues, returning at night etc.)

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- make more detailed enquiries about rules and regulations (fires, barbecues, returning at night etc.)
- give details of a problem and make more detailed complaints
- express appreciation and congratulate

AREA C THE WORLD AROUND US

Targeted Grades G, F, E Language Tasks

Candidates should be able to:

- give information about home town or village and surrounding area
- show a visitor around home town
- say how they travel in town; means of transport and duration of journey
- seek information from others with reference to location, character, amenities, features of interest, entertainment
- express a simple opinion about their own or someone else's town

Targeted Grades D, C Language Tasks

Candidates should be able to:

- give a full description of their home town or village and the surrounding area
- give an account of possibilities for sightseeing, shopping etc.
- give opinions about their home town or village, saying what is good about it, not so good about it, how long they have been living there and how they would improve it

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- give a full description of their home town or village and the surrounding area, expressing views and opinions
- understand and discuss a wide range of opinions about their home town or village, and be prepared to justify their opinions
- put forward suggestions as to how they might improve their locality

TOPIC C2 Shopping

Shopping for Food

Targeted Grades G, F, E Language Tasks

Candidates should be able to:

- know the different types of shops and the goods sold there
- tell the shopkeeper/shop assistant what they want (including quantity, weight, slices, tins, bottles)
- ask whether particular food is available
- be prepared to make a choice
- pay for goods (familiarity with notes and coins, checking change)

Targeted Grades D, C Language Tasks

Candidates should be able to:

- be prepared to make a choice and give reasons why
- find out other information
- ask and say whether shops are open or closed and when
- understand advertisements, leaflets etc.

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- be prepared to make a choice and give reasons why

Shopping for Clothes

Targeted Grades G, F, E Language Tasks

Candidates should be able to:

- understand names of articles of clothing and articles of personal use (including sportswear)
- give own size for clothes and shoes
- request articles of clothing and articles of personal use

Targeted Grades D, C Language Tasks

Candidates should be able to:

- give sizes for clothes and shoes
- ask for specific colours, materials, qualities and sizes
- negotiate if colour/size not available
- make simple complaint about errors
- say if they buy their own clothes
- discuss fashion, expressing a simple point of view

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- if the shop does not stock what they want, ask if there is another shop that does
- return unsatisfactory goods and explain the problem in detail
- say what they would like to buy if finance permitted
- discuss fashion and clothing, giving reasons and justifying a point of view

TOPIC C3 Public Services (see also Topic D4)

The Post Office

Targeted Grades G, F, E Language Tasks

Candidates should be able to:

- ask where a post office or letter box is
- state they would like to send letters/post-cards/parcels to their home country
- ask how long it will take for a letter to get somewhere
- ask how much it costs to send letters/post-cards to a particular place
- ask when the next collection is
- ask for stamps
- ask if there is a telephone nearby
- ask how to obtain an unknown telephone number

Targeted Grades D, C Language Tasks

Candidates should be able to:

- ask about making phone-calls; understand the instructions for doing so; understand printed instructions displayed in a call-box
- give or find out the appropriate telephone number; ask to make a transferred charge call
- understand general instructions given by a telephone operator
- make a call saying who they wish to speak to
- answer an incoming call
- send a telegram or a postal order

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- explain procedures for telephoning to a native speaker of the target language who does not speak English
- use the facilities of the 'poste restante'

The Bank or Exchange Office

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- give proof of identity
- say that they would like to exchange travellers' cheques or money
- ask for notes or coins to a specific amount
- fill in appropriate forms
- ask about rate of exchange
- ask how much commission to pay

Candidates should be able to:

- cope with more complex instructions (e.g. being directed to a cash desk)

Candidates should be able to:

- explain procedures to a speaker of the target language who does not understand English

TOPIC C4 The Natural and Made Environment (see also Topic C1)

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- give information about home town or village and surrounding area
- show a visitor around home town
- say how they travel in town; means of transport and duration of journey
- seek information from others with reference to location, character, amenities, features of interest, entertainment
- express a simple opinion about their own or someone else's town

Candidates should be able to:

- understand a simple description of a town or region in a country where the target language is spoken
- understand and make simple comparisons between their home country and a target language community, with reference to climate, landscape, geographical features
- understand and express opinions on aspects of environmental damage within their own experience

Candidates should be able to:

- understand a more complex description of a town or region in a town where the target language is spoken
- understand and make more complex comparisons between their home country and a target language community
- understand and express more complex opinions on aspects of environmental change

TOPIC C5 Weather

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- describe current weather conditions
- understand people talking about the weather and simple written forecasts
- make comments about the weather
- talk about the climate of their own country according to the seasons and months
- understand simple predictions about weather conditions

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- say which season they prefer and why
- describe/ask about the weather according to the seasons and months
- understand more complex spoken and written weather forecasts

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- understand and enquire about what might happen as a result of unfavourable weather conditions, draw appropriate conclusions

TOPIC C6 Finding the Way (see also Topics B6 and C1)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- attract the attention of a passer-by
- ask/state where a place is

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- ask for and give detailed information on how to get to a particular place

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- understand and give full details on how to get to a particular place

TOPIC C7 Meeting People (see also Topics B1 and B3)

General

Candidates should be able to:

- greet someone and respond to a greeting
- say they are pleased to meet someone and ask how they are; respond to similar enquiries
- ask, if appropriate, about journey, health, mutual acquaintances; respond to similar questions
- introduce themselves, using relevant details from Topic B1
- end a conversation and take leave in appropriate fashion

Maintaining a Conversation or Relationship

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- ask about details from Areas B and C if appropriate to the person and the occasion
- understand and respond to enquiries on the same topics
- ask about the other person's family, relations and friends at home and elsewhere; respond to similar questions

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- write a letter giving and seeking the above information, where appropriate

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- write a letter giving and seeking full details about the above information, where appropriate

Arranging a Meeting or Activity

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

Candidates should be able to:

Candidates should be able to:

- introduce a relation or friend to someone else
- invite someone to accompany them to an entertainment, to come to a meal or go on an outing
- thank for and accept an invitation
- ask what a friend would like to do
- suggest or express a preference for a particular activity or visit and ask for opinion
- agree and disagree; express pleasure, lack of interest; modify suggestion
- arrange to meet at a certain place and time; agree to or change arrangements, saying something is possible, impossible, probable, uncertain
- apologise for lateness
- understand a (recorded) telephone message making arrangements for a meeting or activity

- act as intermediary or interpreter e.g. for family or friend meeting a visitor for the first time
- express appropriate information from above in a brief letter or written message

- understand someone talking about or giving views on recent events, news items or current issues of interest to the candidate even if not directly related to his/her experience

TOPIC C8 Places and Customs

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

**Targeted Grades B, A, A*
Language Tasks**

As set out in B5, C4, E2

As set out in B5, C4, E2

As set out in B5, C4, E2

TOPIC C9 **Travel and Transport** (see also Topics B6, C1 and C6)

General

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:

- give information on their usual journey to work or school
- talk about other journeys and forms of transport
- ask a passer-by for directions
- understand directions and be able to rehearse or ask someone to repeat instructions
- ask for clarification of directions if necessary
- enquire about transport by bus, coach or train
- understand simple signs
- understand simple traffic/road bulletins

Targeted Grades D, C
Language Tasks

Candidates should be able to:

- ask or state the best way of reaching a destination and how long it takes
- give directions to strangers
- understand a wider range of signs

Targeted Grades B, A, A*
Language Tasks

Public Transport by Bus, Coach, Rail, Underground, Taxi

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- ask if there is a bus, coach or train to a particular place
- ask about the cost of tickets, giving the destination, day of travel and whether a single or return journey is to be made
- ask about departure and arrival times
- check that they have the right platform, line, train, coach, bus or stop
- ask whether it is necessary to change trains etc.
- understand information given in brochures and tables
- reserve a seat or place
- ask about facilities such as information desks, toilets, waiting-rooms, food etc.
- ask or say whether a seat is free
- state requirements for travel arrangements
- give the above information to others

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- enquire about the frequency of trains or coaches, facilities on the journey, make bookings, seat reservations in advance, enquire about price reductions, supplements, deal with travel by air or sea, checking on departure and arrival times
- explain or describe the itinerary of a journey to someone
- ask whether it is necessary to change trains etc.
- ask about facilities such as information desks, toilets, waiting-rooms, food etc.
- make arrangements for taking, sending or leaving luggage
- check on correct departure channel, flight, ferry or hovercraft
- deal with Customs formalities and regulations
- say what they have lost at the lost-property office
- deal with an element of the unexpected in travel e.g. delayed or cancelled departure, mislaid tickets, documents, lost luggage
- give simple points of view about the advantages of different forms of transport

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- give a full account of an itinerary to someone
- assess the advantages of different forms of transport and make judgements

Private Transport

Targeted Grades G, F, E Language Tasks

Targeted Grades D, C Language Tasks

Targeted Grades B, A, A* Language Tasks

Candidates should be able to:

- buy fuel by grades, quantity or price, including asking for the tank to be filled and ask the cost
- ask for water, oil, tyres to be checked
- ask where the usual facilities are
- check on a proposed route

Candidates should be able to:

- deal with a wider range of details involved in travelling by their own transport
- cope with a breakdown, giving a brief description of the fault
- ask where they can obtain help
- ask for information about routes, road and traffic conditions, parking facilities and traffic rules
- understand signs put up in garages concerning tyre pressure, new exhaust pipes and wind-screens
- report a road accident, giving details necessary for the appropriate emergency services

Candidates should be able to:

- make more complex requests for information about routes etc.
- report a road accident giving a full account of the circumstances

AREA D THE WORLD OF WORK

TOPIC D1 Further Education and Training (see also A3)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- give information about plans for possible further education
- obtain similar information from someone else
- say what their plans and hopes for future education and training are
- understand spoken and written information about different types of further education and training
- discuss and understand others describing their education/training
- discuss the advantages and disadvantages of different routes in further education

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- understand and provide fuller spoken and written information about different types of further education and training
- discuss more fully points of view relating to different routes in further education, considering pros and cons

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- understand, ask for and give fuller reasons for choice of future career
- discuss more fully points of view relating to different occupations, considering pros and cons

TOPIC D2 Future Career Plans

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- give information about plans for possible future career
- obtain similar information from someone else

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- understand, ask for and give reasons for choice of future career
- express hopes for the future, plans for coming months
- enquire about the availability of suitable work
- give simple points of view relating to the advantages and disadvantages of different occupations

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- understand, ask for and give fuller reasons for choice of future career
- discuss more fully points of view relating to different occupations, considering pros and cons

TOPIC D3 Employment and Unemployment

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- say whether and when they have a part-time job
- say how many hours they work, how much they are paid
- express simple opinions about jobs
- state whether parents are employed or unemployed
- state jobs of parents and relatives

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- give more details about own part-time job and work of parents and others
- give simple points of view relating to the advantages and disadvantages of different occupations

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- discuss more fully points of view relating to different occupations, considering pros and cons

TOPIC D4 Communication (see also Topic C3)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- ask for and give a telephone number
- answer a telephone call
- make a telephone call and ask to speak to someone
- talk or leave a simple telephone message
- ask how to use IT facilities e.g. Minitel

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- make arrangements to be contacted by phone, fax or e-mail
- request information to be sent by fax or e-mail

**Targeted Grades B, A, A*
Language Tasks**

TOPIC D5 Language at Work

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- understand basic target language signs and instructions in the workplace
- fill out forms relating to simple job application

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- understand a recorded interview relating to the topic of using foreign language at work
- write a short letter of application for a post requiring use of the target language

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- write a more detailed letter of application for a post requiring use of a target language
- act as interpreter/intermediary within a workshop or workplace context

AREA E THE INTERNATIONAL WORLD

TOPIC E1 Tourism at Home and Abroad (see also Topic B6)

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- describe their holidays and holiday periods and how they spend them, e.g. where do they go, with whom, for how long, what they normally do
- obtain similar information from others
- describe a recent holiday with details of where they went, for how long and what they saw or did talk about holiday plans
- talk about journeys, forms of transport
- ask a passer-by for directions
- understand directions, ask for clarification if necessary, ask someone to repeat directions
- enquire about transport by bus, coach or train
- understand simple signs
- say whether they have been abroad, giving details if applicable
- write a short letter enquiring about availability of accommodation and the terms and conditions
- read and understand relevant information regarding accommodation e.g. brochures, guide-book entries, letters of reply and confirmation

TOPIC E2 Life in other Countries

**Targeted Grades G, F, E
Language Tasks**

Candidates should be able to:

- understand names of countries, nationalities and languages commonly encountered
- describe in simple terms any part of a country they know where the target language is spoken

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- talk/write about a wider range of holiday experiences with details and features of places or countries visited, saying what they saw and did
- understand a wider range of signs
- ask for details about a town or region they propose to visit as a tourist, e.g. ask about brochures, maps of the area, kinds of accommodation available and cost, weather to be expected, places of interest, entertainment and leisure activities, local events
- give similar details about their own area, or one they have visited, to a prospective tourist
- ask the best way of reaching a destination and how long it takes
- understand a wider range of signs

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- give details and features of places visited, comparing and contrasting features and expressing opinions about what they saw or did
- give similar details about their own area, or one they have visited, to a prospective tourist, expressing opinions and making judgements

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- discuss any part of a country they know where the language is spoken, giving fuller details about aspects of geography and culture and expressing opinions

TOPIC E3 World Events and Issues

**Targeted Grades G, F, E
Language Tasks**

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- show some limited understanding of one major world issue such as environment
- describe in simple terms the main points to note on a world issue in which they have a personal interest

**Targeted Grades B, A, A*
Language Tasks**

Candidates should be able to:

- understand information and opinions about world events and issues
- express knowledge and opinions about world issues of personal interest



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