

**IGCSE Foreign Language Portuguese
Defined Content**



Syllabus for First Examination in 2002





Defined Content Booklet
Foreign Language Portuguese
Syllabus code: 0540

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE PORTUGUESE

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 Portuguese, 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 can occur in any of the topic areas listed in the syllabus.

A

abacaxi /ananás
abaixo
abandonar
aborrecer
abraçar
abrir
acabar
acampar
aceitar
acender
achar
acompanhar
aconselhar
acontecer
acordar
acostumar
acreditar
acrescentar
acto / ato
actual / atual
açúcar
adepto
adeus
adiar
advogado
aéreo
aeromoça /hospedeira
aeroporto
afastar
afilhado
afirmar
afixar
afiito
agarrar
agasalhar
agência
agora
agradável
agradecer
agrafador/ grampeador
agricultura
água
aguardar
agulha
ajudar

alcatifa
aldeia
alegre
alergia
alfabeto
alface
alfândega
alfinete
algibeira
algodão
alho
alimentar
almoçar
almofada
alojar
altura
alugar
aluno
amar
amarelo
amargo
ambição
ambos
ameixa
amêndoa
amendoim
amigo
amostra
ananás / abacaxi
andar
anedota
anel
animar
aniversário
ano
anoitecer
anterior
antigo
antipático
anunciar
apagar
apanhar
aparecer
aparelho
apartamento
apelido / sobrenome
apertar
apetecer
aplicar
apontar
aprender
apresentar

aproveitar
aproximar
aquário
aquecer
ar
arca/ congelador
arco
arder
areia
armário
armazém
arquipélago
arquitecto / arquiteto
arrancar
arranha-céus
arranjar
arredores
arrefecer
arroz
arrumar
artesanato
artigo
árvore
asa
ascensor /elevador
asneira
áspero
aspirar
assalto
assar
assento
assinar
assistir
assoalhada /divisória
assunto
assustar
atacar
atar
atender
aterrar /aterrissar
atirar
atletismo
atrair
atrasado
atravessar
atropelar
atum
aula
aumentar
auto-estrada /rodoviaria
autocarro / machimbombo /ônibus
autocolante

automóvel
auxiliar
avariar
ave
avenida
aventura
avião
avisar
avô
azeite
azul
azulejo

B

bacalhau
bacia
bagagem
baile
bairro
baixo
balcão
balde
baleia
baliza / trave
balneário
baloço
banca
banco
bando
banda
banda desenhada
bandeira
banheiro
banho
baptizado / batizado
barato
barba
barco
barraca
barriga
barulho
batata
bater
bateria
baunilha
bebé / bebê
beber
beijar
beira-mar
beleza
beliche
biblioteca

bicho
bicicleta
bife
bigode
bilhete
bilheteira /bilheteria
bisnaga
blusa
blusão
bocado
boi
bóia
boião
bola
bolacha
boleia / carona
boletim
bolo
bolsa
bolso
bom
bomba
bombeiro
bonde /eléctrico
boné
boneca
bonito
borracha
bosque
bota
botão
braço
branco
breve
brilhar
brincar
brinco
brinquedo
bronzear
bruto
bruxa
bule
buraco
burro
buscar
buzina

C
cabeça
cabelo
cabide
caçar

cacau
cachecol
cacho
cachorro
cadeira
caderno
café
cair
cais
caixa
calar
calça / calças
calçada
calçado
calção
calçar
calor
cama
câmara
camarão
câmbio
camião/caminhão
caminhar
caminho-de-ferro /estrada de ferro
camioneta
camisa
camiseta
camisola
campaínha
campeão
campo
campismo
canalizador
canção
candeeiro
caneca
caneta
cansar
cantar
cantina
cão
capa
capacete
capaz
capela
capitão
capítulo
cara
caranguejo
cardápio /lista / menu
careca
carimbo

carinho
carne
caro
caroço
carpinteiro
carro
carta
cartão
cartaz
carteira
carteiro
casa
casaco
casar
cascata /cachoeira
castanha
castanho
castelo
cavalo
cave
cebola
cego
ceia
celebrar
cemitério
cenoura
cereja
certo
cerveja
cesto
céu
chá
chama
chamar
champô /shampô
chão
chapa
chapéu
chave
chávena
chefe
chegar
cheirar
chinelos
chorar
chover
chumbar
churrasco
chutar
chuva
chuveiro
cicatriz

ciclismo
cidadão
cidade
ciência
cigarro
cimo
cinto
cinza
cinzento
círculo
ciúme
clara
claro
clima
cobertor
cobertura
cobra
cobrir
coco
código
coelho
cofre
cogumelo
coisa
coitado
cola
colar
colchão
colega
colégio
coleira
colher
colina
colocar
coluna
combinar
comboio / trem
começar
comédia
comemorar
comer
cometa
comichão
comida
comissão
cómoda / cômoda
cómodo / cômodo
companheiro
companhia
comparar
compasso
competir

completar
comportamento
compota
comprar
compreender
comprido
comprimento
comprimido
computador
comunicar
concha
concluir
concordar
concurso
condição
conduzir
confeitaria / pastelaria
congelar
conhecer
conseguir
constipar / resfriar
construir
consultar
conta
contagem
contar
contente
conteúdo
conto
contrato
contribuir
controlar
conversar
convidar
copiar
copo
cor
coração
coragem
corda
coro
corpo
correio
correr
corresponder
corrigir
cortar
cortina
coser
costa
costas
costumar

costurar
couve
cova
cozer
cozinhar
cravo
crescer
criança
cru
cruzar
cueca
cuidar
culinária
culpar
cultivar
cume
cumprimento
cumprir
curar
curioso
curso
curto
curvar
custar

D

dado
dançar
dar
dedicar
dedo
deitar
deixar
delegacia / esquadra
dente
depósito
desafio
descalçar
descansar
descascar
descer
descobrir
descontente
desconto
descrever
desculpar
desejar
desembrulhar
desemprego
desenho
deserto
desfazer

desgosto
desgraça
desiludir
desistir
desligar
deslizar
desmaiar
desodorizante /desodorante
despedir
despertador
despesa
despir
desporto /esporte
destino
destruir
desvio
desvantagem
detalhe
deter
devagar
Deus
dever
diálogo
diário
dicionário
dieta
difícil
digestão
diminuir
dinheiro
direita
direito
dirigir
disciplina
distância
distrair
ditado
diurno
divertir
dividir
divorciado
dizer
dobrar
doce
doença
doer
doméstico
dono
dor
dormir
dose
droga

duche /ducha
durar
duro
duvidar

E

edifício
edredão
educar
electricidade / eletricidade
eléctrico / elétrico / bonde
eleição
elevador
emagrecer
embaixada
embalagem
embarcar
embora
embrulhar
ementa
empatar
empregar
empresa
emprestar
empurrar
encarregar
encerrar
encher
encomenda
encomendar
encontrar
endereço
enfermeiro
enganar
engenheiro
engolir
engordar
engraçado
ensinar
entender
entrar
entregar
entrevista
enviar
época
equipa / equipe
equipamento
errar
ervilha
escada
escapar

escola
escolher
esconder
escova
escrever
escritório
escudo
escurecer
escutar
esferográfica
esforçar
esfregar
esgotado
esmola
espaço
espectáculo / espetáculo
esperar
esperto
espirrar
esplanada
esporte / desporto
esposa
esquadra / delegacia
esquecer
esqueleto
esquentador
esquerda
esquiar
esquina
estação
estacionar
estada / estadia
estádio
estado
estante
estar
estátua
este/leste
estimação
estômago
estória
estrada
estragar
estrangeiro
estranho
estreito
estrela
estudar
estúpido
etiqueta
exacto
exercício

êxito
experimentar
explicar

F

fábrica
faca
face
fácil
facto / fato
factura / fatura
fada
fado
faixa
falar
falecer
faltar
família
farda
farinha
farmácia
farol
farto
fatia
fato / terno
favor
fazenda
fazer
febre
fechar
feijão
feio
feira
felicidade
feliz
fera
feriado
férias
ferir
ferro
ferver
festa
fiambre
ficar
ficha
fila
filete / filé
filho
filmar
fim
fino
física

físico
fita
flor
floresta
fogão
fogo
força
formar
formiga
forno
forte
fósforo
foto(grafia)
fraco
frango
frasco
fresco
frigorífico / geladeira / geleira
frio
fritar
fronha
fronteira
fruta
fugir
fumar
funcionar
fundo
furo
futebol

G

gaiola
galinha
galo
gancho
ganga
ganhar
garagem
garçom / empregado de mesa
gare
garfo
gargalhada
garganta
garrafa
gasolina
gastar
gato
gaveta
geada
geladeira / frigorífico / geleira
gelado
gelar

gema
gémeo
gente
geral
gerente
gigante
ginásio
ginástica
giro
giz
golfinho
golo / gol
golpe
gomo
gordo
gorjeta
gostar
gota
governo
gozar
graça
grande
granizo
grau
gravar
gravata
grávida
grelhar
gripe
gritar
grosso
grupo
guarda
guarda-chuva
guardanapo
guarda-redes
guerra
guia
guiar
guichê
guitarra
guloso

H

habitante
habitação
habituar
haver
hipermercado
história
homem
horário

horrível
hortaliça
hospedeira / aeromoça
hospitalidade
húmido / úmido

I

idade
ideia/idéia
identificar
idoso
igreja
igual
ilha
iluminação
imitar
impedir
impermeável
impossível
imposto
impresso
incêndio
inchar
inclinado
incluir
incomodar
indicar
indicativo
indigestão
indisposto
indústria
infância
infeliz
informar
informática
injeção / injeção
instalação
interesse
interruptor
intervalo
introduzir
ir
irmão
irritar

J

Jacto / jato
janela
jantar
jaqueta
jardim
joalheria/joalheria

joelho
jogar
jóia
jornal
jovem
juiz
julgar
juntar
juventude

L

lã
lábio
laço
lado
ladrão
lago
lágrima
lâmina
lâmpada
lançar
lanchar
lanchonete
lápiz
lar
laranja
lareira
largar
largo
lata
lavabo
lava-louça / pia
lavandaria/lavanderia
lavar
lavatório
lazer
leão
legenda
legume
lei
leite
leitura
lembrar
lenço
lençol
lenda
lente
lento
ler
letra
levantar
levar

leve
libra
lição
ligadura / esparadrapo
ligar
limão
limpar
lindo
língua
linha
liso
lista
litoral
litro
livre
livro
lixo
localidade
logo
loiça/louça
loiro/louro
loja
longe
longo
lua
lugar
lume
lupa
lutar
luva
luxo
luz

M

macarrão
maçã
machamba / fazenda / herdade / quinta
machimbombo / autocarro /ônibus
macho
madeira
madrasta
madrinha
maduro
mãe
magoar
magro
maiô / fato de banho
maioria
mal
mala
malcriado
maluco

mandar
maneira
manga
manhã
manta
manteiga
manter
mão
máquina
mar
maravilha
marcar
marchar
marco
maré
margarina
margem
marido
marisco
marrom / castanho
máscara
massa
mastigar
mata
matabicho / café da manhã / pequeno almoço
matar
matéria
matiné/matinê
mato
matrícula
mau
medalha
médio
médico
medo
meia
mel
melancia
melão
melhorar
membro
mensagem
menino
mentir
mercado
mercearia
mês
meter
metro/metô
mexer
micro-ondas
ministro

missa
misturar
miúdo
mobilier/mobiliár
moço
moda
modo
moeda
molhar
montanha
montar
monte
montra
morada
morango
morar
morder
morno
morrer
morro
morte
mosteiro
mostrar
mota/moto(cicleta)
motivo
motorista
móvel
mudar
mulher
multa
multiplicar
mundial
mundo
muro

N

nacionalidade
nadar
namorado
nariz
nascer
natação
Natal
natureza
navio
necessário
negar
negócio
neto
nevar
nevoeiro

ninho
nível
nó
nódoa
noivo
nome
nora
norte
nota
notícia
novo
noz
nu
nublado
número
nuvem

O

obedecer
obra
obrigar
obter
ocasião
ocidente
oculista
óculos
ocupar
oeste
oferecer
oficial
oficina
olá
óleo
olhar
olhos
ombro
onda
ondulado
ônibus / autocarro / machimbombo
operar
oportunidade
oração
ordem
ordenado
ordinário
orelha
órfão
órgão
orgulho
ourivesaria
osso

ouro
ovelha
ouvir
ovo

P

pá
paciência
pacote
padeiro
padrão
padrinho
pagar
página
pai
país
paisagem
palavra
palhaço
pálido
pálpebra
pancada
panela
pano
pão
papel
parabéns
para-brisas
parada / paragem / ponto
parapeito
parar
parceiro
parecer
parede
parente
parque
parquímetro
parte
participar
partida
partir
Páscoa
passadeira
passageiro
passagem
passaporte
passar
passatempo
passear
passo
pasta
pastelaria / confeitaria

pastor
patinagem
patins
pato
pátio
patrão
pau
paz
pé
peão/pedestre
peça
pedir
pedra
pegar
peito
peixe
pele
pêlo
pena
pendurar
pensão
pensar
penso
pentear
pepino
pequeno
pêra
perceber
perdão
perder
perfume
perguntar
perigo
perna
persiana
pertencer
perto
pesar
pescar
pescoço
peso
pêssego
pessoa
pessoal
peúga / meia
picar
pilha
piloto
pimenta
pincel
pinga
piorar

piquenique
piscina
piso
plano
planta
plataforma
pneu
pó
pobre
poço
poder
podre
poeira
policia
poltrona
poluir
pomada
pomar
ponta
pontapé
ponte
ponto
população
pôr
porco
porta
portagem
portátil
porto
possível
possuir
posto
pouco
poupar
pousada
praça
praia
prata
prateleira
praticar
prato
prazer
prazo
precisar
preço
prédio
preencher
prefeitura / câmara
preferir
preguiça
prejuízo
prémio / prêmio

prenda
prender
prenome
preocupar
presépio
pressa
prestar
presunto
preto
previsão
primário
primo
princípio
prioridade
prisão
privado
procurar
produto
professor
profissão
proibir
prometer
pronto
propriedade
próprio
proteger
provar
provável
província
próximo
publicidade
pudim
pulmão
pulso
punho
puré
puxar

Q

quadrado
quadro
qualidade
quantia
quarteirão
quarto
quebrar
queijo
queimar
queixar
queixo
quente
querer

questão
quieto
química
quinta
quintal
quiosque
quitanda

R

rabo
raça
rainha
ramo
rapaz
rápido
raqueta / raquete
raro
rasgar
razão
real
reboque
rebuçado
recado
receber
receitar
recibo
reclamar
recreio
rede
redondo
refeição
reformatar
refresco
refrigerante
região
regressar
régua
reino
relato
religião
relógio
remar
remédio
renda
reparar
repetir
reportagem
reprovar
rés-do-chão / térreo
reservar
resfriado / constipação
residência

sangue
sanitário
santo / são
sapatilha
sapato
sardinha
satisfeito
saudade
saudar
saúde
Sé
secar
secção / seção
secretaria
secretária
secundário
seda
sede
segredo
seguir
segurança
seguro
selo
selvagem
semáforo
semana
semente
sempre
senhor
sensato
sensível
sentar
sentir
ser
série
sério
serra
servir
sexo
significar
silêncio
simpático
sinal
sino
sítio
sítio
situação
só
sobremesa
sobrenome / apelido
sobrescrito
sobretudo

sobrinho
sócio
socorro
sofrer
sol
soletrar
solteiro
som
sombra
sonho
sono
sopa
sorrir
sorte
sorvete
sossegar
subir
subsídio
subterrâneo
suco /sumo
suéter
suficiente
sugestão
sujar
sul
sumo
suor
supermercado
supor
surdo
susto
sutiã /soutien

T

tabacaria
taça
tacão
tacho
tacto /tato
talher
talho /açougue
tamanho
tanque
tapar
tapete
tarde
tarifa
taxa
teatro
tecto/teto
telefonar
telemóvel

telenovela
televisão
telhado
tema
tempero
tempestade
tempo
tencionar
tenda
tênis / ténis
tentar
ter
termas
terminar
temo / fato
terra
terraço
térreo /rés -do-chão
tesoura
testa
testemunha
tigre
tinto
tio
típico
tipo
tirar
toalha
tocar
toilete
toiro/touro
toldo
tomada
tomar
toranja
torcer
torneira
torrada
torre
tossir
trabalhar
traduzir
trânsito
tratar
travar
travessa
travessia
travesseiro
trazer
treinar
trem /comboio
triângulo

triste
trocar
trovejar
trovoada
tubo
turma

U

úmido / húmido
último
ultrapassar
unha
união
unir
universidade
usar
útil
uva

V

vaca
vacina
vago
valer
valor
vantagem
varanda
vazio
vegetal
vela
velho
velocidade
vencer
vender
veneno
vento
ventre
ver
verdade
verde
verificar
vermelho
vestido
vestir
vestuário
via
viagem
viajar
vida
vidro
vila
vinho

viola
vir
virar
visitar
vista
vítima
vitrine /montra
vivenda
viver
vizinho
voar
volante
voleibol
voltar
vomitar
vontade
voo / vôo
voz
vulcão

X
xaile
xícara

Z
zangar
zona
zoo(lógico)

NB: For numbers, quantity, time and date, please refer to the Structures and Grammar document.

Notes

The vocabulary lists are not intended to be restrictive or to limit the work of teachers or their candidates.

It is assumed that candidates will be able to recognise and use Portuguese words that are identical or similar in both form and meaning to English equivalents, e.g. *animal, hotel, anual, gás, táxi*.

Where applicable, the meaning of individual words may be given on the examination paper in English and, where a word is restricted to a particular Portuguese-speaking country, the equivalent term used in other Portuguese-speaking countries or regions will be given, e.g. *autocarro – machimbombo - ônibus; sumo – suco*.

Candidates will also be expected to recognise the following:

- English words used in Portuguese with no change of meaning, e.g. *e-mail, stop, baked potato, password*.
- Letters of the alphabet, including k, w and y, punctuation and other marks and symbols used in the Portuguese language, e.g. *2^a- feira*,
- Commonly used abbreviations, e.g. *D.(dona), Exmo, Km, Sr., Sra.*,
- Past participles used as nouns or adjectives, e.g. *aberto, cheio, convidado, proibido*.
- Derivatives, e.g. if *feliz* appears on the list, it is assumed that candidates will be able to recognise and use *felicidade* and *felicitações*.

All candidates should be able to understand and use the prefixes: *des-, ex-, im-, in-, pre-, pro-, re-, sub-, super-* and the suffixes, *-ante, -ão, -dade, -dor, -eiro, -inho, -ista, -ito, -mente, -mento, -oso, -ria*, and where applicable their feminine forms.

Also candidates should be able to:

- recognise and use verbs reflexively where appropriate.
- recognise and use well-known geographical names (oceans, seas, rivers, mountains, continents, cities), nationalities and countries including all the EU countries and Portuguese-speaking countries and regions.
- recognise and use ordinal, cardinal and proportional numbers, as indicated in the Grammar.
- recognise and use parts of the day, days of the week, months, and seasons of the year.
- recognise and use the main cardinal points of the compass.

CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE PORTUGUESE

STRUCTURES AND GRAMMAR

CONTENTS

- I - VERBS
- II - NOUNS
- III - ADJECTIVES AND ADVERBS
- IV - ARTICLES
- V - PRONOUNS
- VI - INTERROGATIVES
- VII - NEGATIVES
- VIII - NUMBERS, QUANTITY AND TIME
- IX - PREPOSITIONS
- X - 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 all verbs included in the lists
- 2 reflexive verbs, where applicable, eg, sentar-se, levantar-se
- 3 progressive with estar, andar, ir, vir
- 4 common idiomatic expressions with ter, haver and other verbs used periphrastically, eg, tem de estudar
- 5 verbs followed by an infinitive (with or without a preposition), eg, quero comer

B VOICE AND PERSON

- 1 voice
 - active voice
 - (R) passive voice
- 2 person
 - (a) first and third person endings, singular and plural
second person, using third person verb ending, singular and plural;
eg, você gosta, vocês gostam

second person singular, eg, tu gostas

omission of subject denotator, eg, gosta, gostas, gostam
 - (b) * undefined subject, using third person verb ending + no subject
denotator, eg, disseram-me
 - (c) * third person conjugated reflexively instead of the passive
voice, eg, fala-se inglês, aceitam-se cheques

C INFINITIVE FORMS

- 1 infinitive
 - * (R) used as a noun, eg, o trabalhar
- 2 (R) inflected or personal infinitive

D PAST PARTICIPLE

regular and irregular past participles of verbs listed

(R) past participle in the passive voice

E GERUND

F INDICATIVE

1 present

2 preterite

3 imperfect

(R) reported speech, eg, disse que comprava

4 * perfect with ter, eg, tenho estado

5 periphrastic forms with ir, vir, haver de, instead of the future, eg, vou comprar, hei-de comprar

* future

* (R) future in pronominal and reflexive conjugations, eg, lavar-se-á

6 (R) imperfect and periphrastic haver de, instead of conditional, eg, gostava, comprava, havia de comprar

7 * pluperfect with ter and *(R) with haver, eg, tinha comprado, havia visto

G COMMANDS

1 command and request forms using third person present subjunctive, singular and plural, eg, venha, sirvam-se

2 commands and requests using imperative second person singular, e.g., olha

H CONDITIONAL

* conditional, eg, gostaria, seria

* (R) conditional in pronominal and reflexive conjugations, eg, lavar-se-ia

I SUBJUNCTIVE

- 1 (R) present in common expressions, eg, espero que não chova
* present subjunctive of verbs listed, as required
- 2 (R) future of verbs listed in common expressions, eg, quando chegarem, se puder
* future subjunctive of verbs listed, as required
- 3 (R) imperfect of verbs listed in common expressions, eg, se pudesse
* imperfect subjunctive of verbs listed, as required
- 4 *(R) common expressions using combined subjunctive tenses, eg, seja quem for
- 5 (R) perfect subjunctive with ter, eg, espero que tenha chegado
* perfect subjunctive of verbs listed, as required
- 6 (R) pluperfect subjunctive with ter, eg, se tivesse ficado
* pluperfect subjunctive of verbs listed, as required

II - NOUNS

A GENDER

- 1 gender of all nouns listed and referred to in the Introduction
- 2 gender endings of all nouns listed and referred to in the Introduction
- 3 common feminine and masculine diminutives and augmentatives, eg, pãozinho, casarão
- 4 alternative meanings of common nouns depending on gender, eg, a caixa – o caixa
- 5 *(R) masculine verbal noun, eg, o trabalhar

B SINGULAR AND PLURAL

- 1 plural of all nouns listed and referred to in the Introduction and, where applicable, their feminine equivalents
- 2 change of stressed closed to open vowel, eg, ovos
- 3 plural of noun+de+noun, eg, quartos de casal
- 4 plural of common compound nouns, diminutives and augmentatives; eg, couves-flores, guarda-chuvas, pãezinhos, cafezinhos
- 5 masculine plural covering both genders, eg, os filhos
feminine plural including both genders, eg, as crianças

III – ADJECTIVES AND ADVERBS

A FORMATION AND POSITION OF ADJECTIVES AND ADVERBS

- 1 adjectives and past participles used adjectivally:
 - (a) agreement in gender, eg, *casaco branco*
 - (i) gender endings of all adjectives listed and referred to in the Introduction.
 - (ii) change of stressed closed to open vowel, eg, *novo, nova*
 - (b) agreement in number, eg, *casacos brancos*
 - (i) plural endings of all adjectives listed and referred to in the introduction, including, where applicable, their feminine forms
 - (ii) change of stressed closed to open vowel, eg, *novos*
 - (c) position of adjectives
noun + adjective

Common exceptions, eg, *bom dia*
- 2 adverbs
 - (a) everyday usage, eg, *bem, mal, devagar, assim*
 - (b) formation with *-mente*, eg, *igualmente*
 - (c) common adverbial phrases, eg, *de repente, de novo*
 - (d) position of adverbs

B COMPARATIVES AND SUPERLATIVES

- 1 *tão ... como; tão ... quanto; mais ... do que; menos ... do que*
- 2 *muito ...; pouco ...*
(R) -íssimo/a/os/as
** fácilimo, difícilimo*
- 3 *o mais ...; o menos ...*
- 4 irregular comparatives and superlatives including *maior, menor, melhor, pior,*
(R) superior, inferior, máximo, mínimo

C INTENSIFIERS AND EMPHATIC EXPRESSIONS

Common examples:

Ai, então, ó, oh, oi, olá, pois, pois não,

(R) ainda, bastante, claro, com certeza, lá, imenso, mesmo, não é, né, ora, pá, se calhar, só, tá, talvez, também

*apenas, coitado, demais, naturalmente, oxalá, próprio

IV - ARTICLES

1 definite: o, a, os, as

agreement with noun

2 indefinite: um, uma, uns, umas

agreement with noun

3 additional use of definite article

(a) with a toponym or name of country, eg, o Porto, o Brasil

(b) with name of a person, eg, a Ana

(c) with possessive, eg, o meu passaporte

(d) with nouns used in a general sense, eg, a fruta está cara

(e) other uses of article, eg, 5 euros, o quilo

4 omission of indefinite article before noun denoting

(a) origin, eg, sou inglês

(b) profession, occupation, eg, sou estudante

(c) possession, eg, tem carro

(d) marital status, eg, ela é casada

(e) affiliation, religion, eg, ele é católico

V - PRONOUNS

A PERSONAL PRONOUNS

- 1 subject personal pronouns
 - (a) first person: eu – nós
second person: tu // você // o sr / a sra – vocês // os srs / as sras
third person: ele/ela – eles/elas
 - (b) definite article + proper noun for second person, eg, o João
 - (c) other common second person denotators, eg, o pai

- 2 direct and indirect person pronouns
 - (a) me – nos; te –(R) vos; o/a // você – os/as // vocês; lhe – lhes
 - (b) with preposition, eg, para:
para mim; ti; si
para você; o sr/a sra; ele/ela; o/a+ proper noun

respective plurals
 - (c) with preposition com:

comigo; contigo; consigo
com você; o sr/a sra; ele/ela; o/a + proper noun

respective plurals

* convosco
 - (d) * (R) contracted forms, eg, mo(s)

*(R) contracted forms, eg, no-las(s)
 - (e)(R)indirect object pronoun instead of possessive, eg, roubaram-lhe
a carteira
- 3 reflexives

me; te; se; nos

- 4 position of direct and indirect pronouns, including reflexives

after the verb, hyphenated

* comprá-lo(s), vendê-la(s), compram-na(s)

*(R) intercalated: comprá-lo-ei, vendê-la-ia

before the verb

B DEMONSTRATIVES AND INDEFINITES

isto, isso, aquilo

cada,

tudo

nada

alguém, ninguém

este, esse, aquele

o mesmo, o outro

algum, nenhum

todo

tanto

vários

* algo, certo, diversos,

* qualquer, quaisquer

* tal, tais

* (R) um tão, um tal

agreement

used adjectivally

C POSSESSIVES

1 first person: meu(s); minha(s); nosso(s); nossa(s)

second person: teu(s); tua(s); seu(s); sua(s)

third person: seu(s); sua(s)

* vosso

used adjectivally

2 possession expressed with de ...

dele/dela; de você // do sr/da sra // do/a + (proper) noun

respective plurals

3 omission of possessive, eg, lavar as mãos

D RELATIVES

- 1 que, quem
 - * o qual, os quais
 - (R) cujo, quanto
- 2 * common idiomatic expressions, eg, foi isto que, fui eu quem, foi ele quem me disse
- 3 word order

VI - INTERROGATIVES

- 1 questions
 - (a) with same word order as in statement, eg, A praia fica longe?
 - (b) with é que, eg, Quando é que o barco parte?
 - (c) with an interrogative pronoun or adjective, eg,
 - O quê?
 - (O) que é isto?
 - Quais prefere?
 - Que sapatos prefere?
 - De quem é a mala?
 - Com quem vai?
 - Quanto custa?
 - Qual é o seu?
 - (d) which start with a different question-word, eg, Como se chama?
- 2 question and reiterative reply, eg, É perto? É.

VII - NEGATIVES

- 1 não for 'no'

não for a verb in the negative, eg, Não tenho

nunca, nem ... nem
- 2 (R) double negatives:
não ... nada
não ... nenhum
não ... ninguém
não ... nunca
- 3 word order in negative sentences, eg, Ela não se chama Rita

*(R) não lhas comprou

VIII – NUMBERS, QUANTITY AND TIME

A NUMERALS

- 1 cardinals
from 'zero' to 'milhões'
mais de, menos de
agreements were applicable
* any other cardinal numbers in common use eg, bilhão/bilhão
- 2 ordinals
from 'primeiro/a' to 'vigésimo/a'
último/a
(R) penúltimo/a
agreements
ordinals in common use from 'vigésimo primeiro/a' onwards
- 3 proportional
duplo
dobro
meio
metade
um terço
um quarto
- 4 collective
par
dezena, década
dúzia
centena
milhar
- 5 position of ordinals
ordinal + noun, eg, terceiro andar

B EXPRESSIONS OF QUANTITY, WEIGHT AND CAPACITY

dúzia
metade
um quarto

uma / meia dose
um par
duzentos gramas
uma garrafa de litro de

(R) dezena, quinzena, centena, milhar
(R) um terço, dobro, demasiado, a mais, a menos

basic measurements and distance

eg, meio metro
dez quilômetros
a quinze quilômetros

C DATES, DAYS, TIME AND FREQUENCY

Months

days of the week

oito dias, quinze dias

12 hour clock and 24 hour clock reading

(R) zero horas

da manhã, da tarde, da noite

*(R)da madrugada

ontem à noite, amanhã de manhã

na véspera,

hoje, logo à tarde, logo à noite

dentro de, daqui a

há

há (main verb in the Present) eg, estou aqui há

há (main verb in the Preterite)eg, cheguei há quinze dias

anteontem, de hoje a

antes, depois

próximo, que vem, passado

anterior, seguinte

sempre, nunca

vez, às vezes, muitas vezes, poucas vezes

de três em três horas

IX - PREPOSITIONS

- 1 a, até, com, contra, de, desde, durante, em, entre, excepto, para, por, sem, sobre,*(R) após, perante, sob
- 2 contracted forms:
 - (a) with definite article, eg, ao, da, no, pelo
 - (b) with indefinite article, eg, numa
 - (c) with other words, eg, disto, daqui, donde, noutro
 - (d)(R) a + Personal Infinitive, eg, ao sairmos
- 3 other commonly used prepositional phrases, eg, ao lado, ao pé de, etc..

X – CONJUNCTIONS

1 co-ordinating conjunctions

e, ou, mas, também, nem, portanto

(R) por isso, porém, contudo, não só ... mas também

and other commonly used conjunctions

*quer ... quer

2 subordinating conjunctions

que, porque, pois, se, quando, como

*para que; embora; enquanto; logo que; desde que; bem como; a não ser que; já que; mesmo que; contanto que; visto que; ainda que; posto que; apesar de que; de maneira que; talvez que

*(R) por + adj + que

3 * use of subjunctive in subordinate clauses eg, logo que for possível,

4 word order in subordinate clauses

* word order in more complex 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 to spell words
- 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

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:

- 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 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**

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

**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**

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

**Targeted Grades D, C
Language Tasks**

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

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

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**

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)

**Targeted Grades D, C
Language Tasks**

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

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

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

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:

- 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 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:

- 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

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**

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

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

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

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

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**

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:

- 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

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

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**

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

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- 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

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

Candidates should be able to:

- 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**

As set out in B5, C4, E2

**Targeted Grades D, C
Language Tasks**

As set out in B5, C4, E2

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

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**

**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**

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

**Targeted Grades D, C
Language Tasks**

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

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

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

**Targeted Grades D, C
Language Tasks**

Candidates should be able to:

- 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 B, A, A*
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

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

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

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:

- 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 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 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:

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

Targeted Grades B, A, A* Language Tasks

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 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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