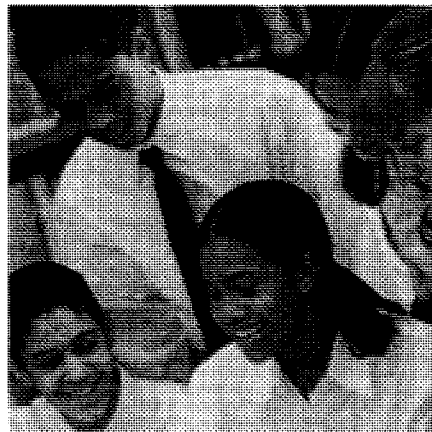


# CAMBRIDGE

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INTERNATIONAL EXAMINATIONS

## IGCSE Foreign Language Portuguese Defined Content



**Syllabus for First Examination in 2002**



UNIVERSITY of CAMBRIDGE  
Local Examinations Syndicate [www.theallpapers.com](http://www.theallpapers.com)



**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  
gêmeo  
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/metror  
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  
polícia  
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 /açoague  
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<sup>a</sup>- 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		
<b>Area A</b>	<b>Everyday activities</b>			
	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	
	<b>Area B</b>	<b>Personal and social life</b>		
	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	
	<b>Area C</b>	<b>The world around us</b>		
		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	
<b>Area D</b>		<b>The world of work</b>		
		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	
	<b>Area E</b>	<b>The international world</b>		
		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**

**Targeted Grades D, C**  
**Language Tasks**

**Targeted Grades B, A, A\***  
**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

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

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**

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

### 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:

- 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

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

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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