CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Certificate of Secondary Level Competence®

SYLLABUS

MODERN LANGUAGES

CCSLC/ML/04/15

Effective for examinations from May–June 2017



CCSLC®

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200
Facsimile Number: + 1 (876) 967-4972
E-mail Address: cxcwzo@cxc.org
Website: www.cxc.org

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Prince Road, Pine Plantation Road, St Michael BB11091

NOTE TO TEACHERS AND LEARNERS

This document CXC CCSLC/ML/04/15 replaces CXC CCSLC/ML/04/13.

Please note that the syllabus has been revised and amendments are indicated by *italics*.

First issued 2006
Amended 2012
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Please check the website www.cxc.org for updates on CXC's syllabuses.

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

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Caribbean Certificate of Secondary Level Competence

♦ INTRODUCTION

The Caribbean Examinations Council (CXC) in consultation with policy makers and educators in CXC Participating Territories identified the need for a new programme that *would* respond to the changing demands of the education sector. A major development *has been* the move by all territories to universal secondary education *which* enables persons with a wide range of abilities to benefit from educational provision at this level. The decision to implement programmes to achieve universal secondary education is based on an understanding that the region needs a well-educated and trained labour force for an increasingly competitive global environment. A sound secondary education foundation is imperative for further education and training *and for entry in the world of work*.

Several territories, *having* recognised the need for a programme that *would* meet the new needs in secondary education, had embarked on the development of national programmes. However, through consultations at the regional level, policy makers and educators recognised that a regional intervention by CXC *would* have several benefits including cost-effectiveness, *common standards*, portability of certification and regional and international recognition.

CXC has responded. Through the consultative processes employed in syllabus development, *CCSLC was developed* and first examined in 2007. The programme which is competency-based comprises a core of subjects – English, Integrated Science, Mathematics, Modern Languages and Social Studies. Through this core, the learner should acquire the knowledge, skills, competencies, values and attitudes that are desired in a secondary school leaver. The core developed by CXC subject panels will be examined by CXC. In addition, learners can gain additional benefit through special programmes that may be added as electives to the core at national level.

Policy makers and educators have noted that, ideally, this core programme could be taken by all students at the stage when they are ready. However, the decision on who should take the examination and in what year it will be taken will be *made* at national level in consultation with CXC. A person who successfully completes this core should have the foundation for further education and training and for entry level employment. In developing and implementing this programme at the secondary level, CXC, working with its partners, took into consideration the cultural context and the aspirations of regional governments for a well-educated and trained labour force to meet the targets set for social and economic development *as enshrined in the CARICOM document "The Ideal Caribbean Person (2000)". The foundation that* this programme will provide is an imperative as a base for the development of citizens as the most valuable resource of the small states of the region.

The main focus of this programme is derived from the aspirations of regional governments and the Caribbean Community (CARICOM) which acknowledge that education is the route to healthy democracies and sustainable development. The curriculum is therefore competency based and encompasses the knowledge, skills, attitudes, values and attributes expected of high school graduates by regional Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all five subjects, whilst others are peculiar to each of the five subjects of the curriculum. The generic and subject specific competencies targeted for development in the curriculum are given below.

GENERIC COMPETENCIES	SUBJECT-SPECIFIC COMPETENCIES
▪ PROBLEM-SOLVING	▪ ABILITY TO COMMUNICATE ORALLY AND IN WRITING
▪ CRITICAL THINKING	▪ ABILITY TO FUNCTION IN A FOREIGN LANGUAGE
▪ INFORMED DECISION-MAKING	▪ MATHEMATICAL LITERACY
▪ MANAGEMENT OF EMOTIONS	▪ SCIENTIFIC LITERACY
▪ POSITIVE SELF-CONCEPT	▪ SOCIAL AND CITIZENSHIP SKILLS

▪ WORKING IN GROUPS
▪ HANDLING CONFLICT
▪ DEALING WITH DIVERSITY AND CHANGE
▪ INDEPENDENT LEARNING STRATEGIES
▪ COMPUTER LITERACY
▪ TECHNOLOGICAL LITERACY

COMPETENCIES

The structure of the programme takes into consideration that the attainment of the competencies identified is the result of processes that require life-long learning and that mastery is attained by progressive steps over differing periods of time. Bearing in mind that one of the main purposes of the curriculum is to prepare individuals to participate fully as productive members of society, key competencies have been identified that are essential for daily living with emphasis on the workplace. A Learning Grid (Appendix I) lists the key competencies across the five subjects of the curriculum, identifies a reference number and indicates the subjects or group of subjects that specifically engage the learner in its development.

OUTCOMES OF THE CURRICULUM

The curriculum hinges on the realisation that teaching and learning are essential instruments for the development of autonomous individuals who will be able to function effectively as productive members of society. In this regard, the curriculum has identified knowledge, skills, attitudes, values and attributes or competencies that students who master the programme should have attained. These include:

- a positive image of self, family, community, region and world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;
- an abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognise equality of opportunity, freedom of expression and association, and the right to fair judicial process.

Main Elements of the Curriculum

- *It provides the foundation knowledge, skills and attitudes required for secondary education.*
- It provides the foundation for further education and training and for entry level employment.
- It provides articulation between and within subject groups offered in the Caribbean Secondary Education Certificate (CSEC) examination by catering for students who continue at secondary school to take General Proficiency examinations in academic or technical and vocational subjects.
- It facilitates articulation within the wider school curriculum and responds to the developmental needs of the region.

Modern Languages Syllabus

♦ RATIONALE

As part of the Americas, the Caribbean Region is an exciting synergy of diversified cultures, as reflected in its languages, art forms and cuisines. Dutch, English, French, Haitian, Papiamento and Spanish are the official languages of the Caribbean region, with Portuguese steadily growing in importance in the Americas and around the world.

Today, Caribbean people are faced with the demand to function in a range of language situations intra-and extra-regionally. Second language learning, therefore, facilitates greater efficiency in interacting with others in the areas of commerce, culture, education, sports, *travel* and technology. The ability to understand and use a foreign language contributes to the development of an individual's self-esteem and self-confidence and can enrich *one's multicultural experiences*.

On a personal level, learning a second language promotes respect, tolerance and appreciation for cultural and linguistic diversity, fostering greater harmony, regionally and globally. This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government. Through the exploration of beliefs, values and behaviours, students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding. It also maximises opportunities in the fields of education, training and employment.

The Council has developed this programme to provide students of the Caribbean with language skills to communicate effectively with French, *Portuguese* and Spanish speakers within the region. Additionally, the Council is of the view that the programme will encourage students to improve their language skills for participation in the increasingly complex global environment. Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.

♦ AIMS

The study of Modern Languages is intended to assist students to:

1. develop fundamental language skills to communicate effectively in French, *Portuguese* and Spanish in everyday situations;
2. develop the ability to read, write and respond to information based on their social environment in an acceptable manner;
3. develop appreciation for the languages and cultures of French, *Portuguese* and Spanish speaking peoples of the Caribbean *and the wider Americas*;
4. develop the foundation for further study of a foreign language;
5. increase the potential for career opportunities;
6. *create opportunities for entrepreneurial endeavours;*
7. *develop* a positive attitude toward people of different cultures.

♦ GENERAL OBJECTIVES

On completion of this syllabus, students should *be able to*:

1. understand and respond appropriately to spoken forms of the *language(s)* in an acceptable manner;

2. communicate orally and in writing in French, *Portuguese* and Spanish about everyday situations;

3. understand material written in French, *Portuguese* and Spanish on topics relevant to their lives and experiences;

4. develop an appreciation for language and culture in their personal lives and the lives of native French, *Portuguese* and Spanish speakers of the Caribbean *and the wider Americas*;

5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French, *Portuguese* and Spanish for further study and the world of work.

♦ COMPETENCIES TO BE ASSESSED

The Aims and General Objectives can be attained by developing the related key competencies in the student. These are categorised under four broad headings:

(a) Listening;
(b) Speaking;
(c) Reading;
(d) Writing.

KEY COMPETENCIES

Students will be able to:

1. converse meaningfully on a variety of topics with native speakers of French, *Portuguese* and Spanish;

2. read, understand and respond appropriately to written material, such as, short statements, notices, signs and e-mails related to their lives and experiences;

3. write brief messages, simple dialogues, notes, e-mails, letters and cards relevant to their lives and experiences;

4. collect, process and present information on a variety of topics delivered in French, *Portuguese* and Spanish;

5. *show an appreciation of traditions, values and norms of their own culture and those of the people in French,* Portuguese *and Spanish speaking countries of the Caribbean and wider Americas*.

♦ ORGANISATION OF THE SYLLABUS

The *syllabus* is arranged in five Modules, namely:

Module 1	-	Knowing Me, Knowing You – Self, Family, Friends, Neighbours, Pets, Home and the Community
Module 2	-	See Me on the Go – School and Daily Routine
Module 3	-	Let's Live It Up – Sports and Leisure and Eating Out
Module 4	-	Cash It or Charge It – Shopping
Module 5	-	Watch Me Grow – Professions and Occupations, Future Plans and Travel

Emphasis will be placed on providing opportunities for students to communicate through practical, authentic and functional activities appropriate and relevant to their experiences. All five Modules will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

♦ RECOMMENDED APPROACHES TO TEACHING THE SYLLABUS

The underlying philosophy of this syllabus is that the acquisition and mastery of language is a continuous process which demands that skills be practised and reinforced regularly. The syllabus aims at creating learners who will be able to function effectively within the contexts specified by the syllabus.

In order to create an environment conducive to the achievement of proficiency in the target language(s), students must be given ample opportunities to attempt tasks. This, therefore, necessitates a paradigm shift from the traditional approach of acquisition of proficiency mainly through grammatical and lexical contexts towards the achievement of communicative competence which enables the learner to use the language to ensure communication. Errors will be made in the process but these should be viewed as part of the normal acquisition of language, hence excessive criticism and correction must be avoided in an effort to encourage production of the language. Although it is recognised that overt instruction helps students to acquire language more efficiently, in the context of the syllabus, students are taught the grammar they need to know to accomplish defined tasks. **Students should only be exposed to use of the Preterite Tense or the Passé Composé where it occurs naturally.**

The four language skills are incorporated in the syllabus because all are viewed as necessary components in enabling students to function in the language within the contexts specified by the syllabus.

This syllabus has certain implications for the classroom. Both the teacher and the learner are given an optimal environment in which to work. The teacher's role may vary from leader/director to that of monitor or even peer. The learners will be expected to participate more actively in the learning process. For the successful implementation of the syllabus, teachers should encourage participation in the communicative activities suggested. They must not, however, view these activities as prescriptive nor exhaustive.

The formative assessments are necessary components for improving student achievement and serve as a source of constant feedback to the teacher to determine student readiness for the School-Based Assessments. School-Based Assessments must follow the guidelines specified in the generic task at the end of each Module. Although, teachers may adapt the tasks, the delimitations of the syllabus must be respected in terms of nature of task, rubric and mark scheme.

Learners should be exposed to a variety of cultural elements. This exposure should be geared mainly towards the development of cultural awareness.

The syllabus serves as a foundation for further study. It should not be viewed merely as a prerequisite to the CSEC syllabus, rather students will be taught skills which would facilitate access to the CSEC syllabus should they choose to continue their language studies. In addition, the syllabus provides entry to the world of work within the contexts specified by the syllabus.

♦ ASSESSMENT GUIDELINES 

Assessment is an integral component of the *syllabus*. Its major functions include facilitating learning, providing information which may be used by students and teachers in the planning of subsequent instructional experiences, and providing information on the highest level of proficiency demonstrated by the student. Teachers are encouraged to take advantage of the flexible structure of the *syllabus* to ensure that students demonstrate mastery of each *stage of the syllabus* before going on to the next. A student who has attained mastery should, on any subsequent occasion and without assistance, be able to demonstrate the highest levels of proficiency on the same or an equivalent task.

The assessment for *this* syllabus comprises two major components: School-Based Assessment (SBA) and External Assessment (EA).

SCHOOL-BASED ASSESSMENT (SBA)

This assessment spans two phases.

Phase 1:- Formative Assessment

Teachers assess students to identify their areas of strength and weakness. This assessment may be formal or informal and is usually continuous and integrated with teaching and learning. Some teaching and learning activities are suggested in this programme of study and the assessment tasks may either be designed or sourced by the teacher, or may be selected or adapted from the examples provided in the assessment column of this *syllabus*.

Information derived from this type of assessment should be used by teachers and students in planning subsequent action. Students should be encouraged to assess themselves (self- and peer- assessment) and, wherever practical, to participate in the planning of subsequent activities. The effectiveness and management of this approach may be enhanced by sharing the assessment criteria with students before the assessment is done, or by engaging them in the development of these criteria.

Phase 2:- School-Based Assessment

Teachers assess students in order to create an objective record of the highest level of proficiency demonstrated. Students may be assessed any time after the teacher deems that they have attained mastery. Teachers may also provide practice exercises which integrate skills across the Modules. The students may be assessed individually or in groups, and the arrangements and scheduling may be influenced by the nature of the task, and logistical and administrative considerations. A single standardised school-based task is required for each Module. **Each subject has five modules, and for each student, the teacher will submit to CXC *the* scores for each of the five modules.**
The following three specifications facilitate the standardisation of the School-Based Assessment:

(a) A generic task is outlined at the end of each Module. This task provides general specifications, and conditions which must be satisfied by the assessment undertaken by all students. However, within the limits specified, teachers may adapt the tasks to reflect local or individual interests. For each assignment, one example of an adaptation is given.

(b) A standardised rubric or mark scheme is defined and is to be used by the teacher in scoring all students' work. This rubric *or* mark scheme is designed to clearly indicate the dimensions of interest and the relative importance of each; consequently, it may be used by teachers to verify the appropriateness of their adapted task. While the generic task may be adapted, *teachers must not modify the mark scheme*. **The same mark scheme is to be used by all teachers and students across all centres and territories**.

(c) It is expected that quality control and monitoring of teachers' adherence to the specifications will be arranged and managed at the local level.

In order to ensure that students have reasonable opportunity to achieve and demonstrate mastery, teachers can afford their students multiple opportunities to retake or resubmit the School-Based Assessment for any Module. Feedback and suggestions for improvement may be provided between attempts, however, the process should be transparent and objective, and the mark awarded should be indicative of the level of proficiency that the candidate would be able to demonstrate independently. The achievement of mastery is emphasised in this *course*; thus, a student will be expected to achieve a minimum of 50% of the marks available for the School-Based Assessment component that will be completed in preparation for taking the external examination.

SCHOOL-BASED ASSESSMENT TASKS

MODULE 1: Identification Form
MODULE 2: Reading Comprehension and Written Responses to situations
MODULE 3: Conversation and Role Play
MODULE 4: Reading and Dramatisation of Dialogues and Composition of e-mails
MODULE 5: Conversation

MODERATION OF* SCHOOL-BASED *ASSESSMENT

Teachers will be required to submit when requested by CXC, a sample of the candidates' work completed for school-based Assessment for moderation purposes. This procedure serves to ensure that the scores awarded by teachers throughout the system are consistent with the standards set by CXC. The samples will be reassessed by a CXC examiner. The examiner's comments will be sent to teachers as Moderation feedback.

EXTERNAL ASSESSMENT

At any given sitting, candidates may register to write the external examination in one or more subjects. The external assessment will be a multiple-choice examination comprising 50 items.

♦ ELIGIBILITY FOR CCSLC

*A candidate will be awarded the CCSLC certificate if He/She, over a period of up to five years, successfully completes a minimum of **five** subjects selected as follows:*

1. ***Two compulsory subjects***

Syllabus developed by CXC specifically for the CCSLC programme

(a) *English*
(b) *Mathematics*

2. ***Three subjects from any group or combination of groups listed below:***

(a) ***Other subjects developed by CXC specifically for CCSLC***

(i) *Integrated Science*
(ii) *Modern Languages: French, Portuguese, Spanish*
(iii) *Social Studies*

(b) ***CSEC, TVET and Business Studies Programme – Grades I, II, III and IV***

Family and Resource Management	*Principles of Business*
Textiles, Clothing and Fashion	*Principles of Accounts*
Food, Nutrition and Health	*Electronic Document Preparation and Management*
Building and Furniture Technology	*Electrical and Electronic Technology*
Mechanical Engineering Technology	*Office Administration*
Agricultural Science	*Information Technology*
Technical Drawing	*Economics*

(c) ***CSEC Creative and Expressive Arts – Grades I, II, III and IV***

Music	*Theatre Arts*
Visual Arts	*Physical Education and Sport*

(d) ***TVET and other Programmes certified by other Boards***

For example, City and Guilds, Heart Trust/NTA (Jamaica) and Royal College of Music

(e) ***TVET** Level 1 Programmes available in the Region*

For example, Beauty Culture, Auto Mechanics, Cabinet Making and Hospitality

(f) ***Any locally certified enrichment programme which satisfies the criteria set by CXC***

For example, Citizenship Education and Community Service

Candidates are responsible for ensuring that such programmes satisfy these criteria.

3. ***Reporting CCSLC Results***

Scores from the School-Based Assessment (SBA) and the External Assessment (EA) will be combined to give a composite score with a maximum of 100. A single subject grade will be reported. The grade boundaries are as follows:

Composite Score	Grade
75 - 100	Master
50 - 74	Competent
1 - 49	Developing Competence

4. ***Certification***

(a) A result slip *and a certificate* will be *issued* after every sitting of subjects developed by CXC.

(b) A Certificate will be awarded after a candidate achieves a minimum of Competent in five subjects within a five-year period.

♦ FORMAT OF THE ASSESSMENT 

School-Based **Assessment**	Five Module-Assessments – one per Module.
External Assessment (1 hour 15 minutes)	Fifty multiple-choice items; each item will have four options.

NOTES ON THE EXAMINATION

1. CXC will set and mark the External Assessment.
2. The teacher will set and mark the assignments that make up the *School-Based Assessment* of each Module using the Guidelines provided *at the end of each Module*.
3. The teacher will record the marks for each Module.
4. The teacher will submit the marks for each Module.
5. The teacher will *also* submit the *total* mark to CXC no later than May 31.

6. CXC will combine the marks earned on the *School-Based Assessment* and the External Assessment to produce the candidate's overall grade.

7. Four skills will be assessed across the *School-Based Assessment* and External Assessment:

(i)	Listening	-	20%
(ii)	Reading	-	35%
(iii)	Speaking	-	30%
(iv)	Writing	-	15%

The four skills are assessed in the *School-Based Assessment*.

Two skills are assessed in the External Assessment: Listening and Reading.

8. The mark allocation for this subject is shown below:

Component	Marks Allocated					Total Marks	% Contribution to Composite Score
	Module 1	Module 2	Module 3	Module 4	Module 5		
School-Based Assessment	10	20	20	20	30	100	**50**
External Assessment	10	10	10	10	10	50	**50**
% Contribution to Composite score	**15**	**20**	**20**	**20**	**25**	******	**100**

♦ REGULATIONS FOR RESIT CANDIDATES



1. Resit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. Resit candidates who have earned 50 per cent of the **MODERATED** score for the School-Based Assessment may elect not to repeat this component, provided they re-write the examination no later than the year following their first attempt. The scores for the School-Based Assessment can be transferred once only, that is, to the examination immediately following that for which they were obtained.

2. Resit candidates who have obtained less than 50 per cent of the **MODERATED** scores for the School-Based Assessment component must repeat the component at any subsequent sitting.

3. Resit candidates must be entered through a school or other approved educational institution.

♦ MODULE 1: KNOWING ME, KNOWING YOU

This Module contains the following topics:

(a) Self;

(b) Family, Friends, Neighbours, Pets;

(c) Home and Community.

♦ GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;

2. communicate orally in French, *Portuguese* and Spanish to everyday situations;

3. understand material written in French, *Portuguese* and Spanish on topics relevant to their lives and experiences;

4. develop an appreciation for language and culture in their personal lives and the lives of native French, *Portuguese* and Spanish speakers of the Caribbean *and the wider Americas*;

5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French, *Portuguese* and Spanish for further study and the world of work.

Module 1 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
(a)	**(b) Self**				
1. (a) listen to and understand greetings, welcomes and farewells within a cultural context;	<u>Address, Salutations, Welcome</u> Use of formal and informal addresses tú/usted(es) Señor, Señora, Señorita, Querido/a	<u>Address, Salutations, Welcome</u> Use of formal and informal addresses tu/vous Monsieur, Madame, Mademoiselle, Chéri(e)	*<u>Address, Salutations, Welcome</u>* *Use of formal and informal addresses* *você (inf.)* *o senhor/a senhora (for.)* *Sr. (Senhor), Sra. (Senhora)* *D. (Dona)/Seu.* *Querido/a*	• Teacher presents material demonstrating salutations. • Students listen to presentation, repeat, and then follow up by dramatising the presentation.	Students will create and dramatise a two minute dialogue in which they will welcome, greet and take leave of each other. Attention should be paid to correct pronunciation and intonation. Responses must be appropriate and must communicate message clearly.
(b) greet, welcome and bid farewell to others;	Buenos días, buenas tardes, buenas noches, hola. Bienvenido/a: *Mi casa es tu/su casa.* *Estás/ Está en tu/su casa.* Entra/Entre Siéntate/siéntese Adiós / chao Hasta pronto hasta luego, Hasta la próxima hasta mañana Buen viaje	Bonjour, bonsoir, bonne nuit, salut Bienvenue Fais/faites comme chez toi/vous Entre/Entrez Assieds-toi/ *Asseyez-vous* Au revoir/Salut A bientôt A plus tard A la prochaine A demain A tout à l'heure Bon voyage	*Bom dia, Boa tarde, Boa noite* *Olá, Oi* *Bem-vindo* *A minha casa é a sua casa* *Fique à vontade.* *Entre/Entra* *Sente-se* *Adeus/tchau* *Até logo* *Até mais* *Até a próxima* *Até amanhã* *Até a semana que vem* *Até breve, Até já* *Boa viagem*	• Dramatise in pairs, two persons meeting, greeting and taking leave of each other.	

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
2. (a) introduce self and others and respond appropriately to introductions paying attention to cultural practices;	<u>Formal and Informal</u> Te/Le presento a … Éste/Ésta es Mucho gusto, Encantado/a	<u>Formal and Informal</u> Je te/vous présente …. Voici/ C'est … Enchanté (e)	*<u>Formal and Informal</u>* *<u>Eu te apresento/Quero te apresentar/Vou apresentar-te …</u> *Este é/Esta é... Esse é/Essa é* *(Muito) prazer, É um prazer,* ***Prazer em conhecê-lo/la*** *Igualmente.*	• Teacher will introduce self and allow students to do likewise. • Teacher will introduce students to double surnames and comment on the cultural context for this.	Students will read or listen to dialogue with introductions and personal information. Students will then complete in English a simple identification card from information given. *Students will fill out a library card or club membership application form.*
(b) exchange personal information	¿Quién es usted?/¿quién eres tú? Soy … ¿Cómo te llamas? ¿Cómo se llama? Me llamo …/ Mi nombre es ¿Y tú/usted? Apellido/Nombre	Tu t'appelles comment? Comment t'appelles-tu? Comment vous appelez-vous? Je suis … Je m'appelle ….. Et toi/ vous? Nom/ prénom ….	*Uso do verbo ser* *Como (você, o senhor/a senhora) se chama?* *Qual/Como é o seu nome?* *Como é o nome do/da senhor/senhora?* *Sou ….* *Meu nome é .../ Eu me chamo/ Chamo-me ….* *E você?* *Sobrenome/nome*	• Students will introduce themselves to each other and give appropriate responses. • Students will create their own double surnames. • *Exchange phone numbers and e-mail addresses.*	*Each student will choose the name of a famous personality (actor/actress, singer, politician, athlete) of the target language, and will research and assume the role of that person. Another classmate will ask that student the following:* • *What is your name?* • *Where are you from?* • *How old are you?* *Each student will write a simple dialogue with a colleague, and both will present it to the class. Include:* • *Greetings (salutations)* • *How s/he is* • *Where s/he is from* • *What is his/her nationality*
	Alfabeto ¿Cómo se escribe? Los Números ¿Cuántos años tiene(s)? Tengo catorce años	Alphabet Comment ça s'écrit? Les Numéros Quel âge as-tu/ avez-vous? J'ai quatorze ans	*O Alfabeto* *Como se escreve* *Os Números (cardinais e ordinais e no telefone)* *Quantos anos você tem? /Qual é a sua idade?* *Eu tenho catorze/quatorze anos*		
	¿Dónde vive(s)? Vivo en Domicilio	Tu habites où?/Vous habitez où? J'habite (à) Domicile	*Onde mora você? – Eu moro em/no/na/nos/nas.*		

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
(c)	express date and give appropriate greetings and responses	Dirección Correo electrónico	Adresse Courriel/courrier électronique/-mél	*Domicílio* *O endereço* *Qual o seu e-mail? (informal) /* *Qual é o seu endereço eletrônico? (formal)*		• *What is his/her email address?* Create a scrapbook with dates for the following: • Your birthday • Your best friend's birthday • Christmas Day • New Year's Day • Valentine's Day Marks will be allocated for correct responses demonstrating comprehension of stimuli.
		Los dÍas de la semana Los meses del aňo ¿Qué fecha es hoy? Hoy es.../estamos a… ¿Cuándo es tu/ su cumpleaños?… Mi cumpleaños es… Mi santo es … ¡Feliz Cumpleaños! ¡Felicitaciones/ Felicidades! ¡Feliz Navidad! ¡Próspero año nuevo! ¡Felices vacaciones! ¡Que Lo Pase(s) bien!	Les jours de la semaine Les mois de l'année Quelle est la date aujourd'hui? Aujourd'hui, c'est…/ nous sommes le… C'est quand ton/ votre anniversaire? Mon / ton anniversaire, c'est … Ma fête, c'est …. Bon anniversaire! Félicitations Joyeux / Bon Noël! Bonne année! Bonnes Vacances! Amuse-toi bien! / Amusez-vous bien!	*Os dias da semana* *Os meses do ano.* *Qual é a data de hoje?/* *Hoje é …./estamos em/no ...* *Quando é o teu/seu aniversário? / Quando você faz aniversário?/* *Quando você faz anos?* *Meu aniversário é no dia ...* *Feliz aniversário!/Parabéns!* *Parabéns!* *Feliz Natal* *Feliz Ano Novo* *Boas Festas* *Divirta-se!* *Curta (a viagem, a festa, o passeio, os amigos)/tenha uma boa/um bom...*		
		Feliz día de las madres/ de los padres	Bonne fête des mères/ des pères	*Feliz dia das mães/dos pais/das crianças.*		
3.	talk and write about health and well being of self and others;	<u>Verbs</u>: Ser/Estar/Tener Formal and Informal enquiries El cuerpo (Por ejemplo:	<u>Verbs:</u> Aller / Etre /Avoir Formal and Informal enquiries Le corps (Par exemple :	<u>*Verbs:*</u> *Ir/Ser/Estar/Ficar/Ter* *Formal and informal enquiries* *As partes do corpo (por*	• Teacher demonstrates graphically scenes pertaining to health and well being.	Write an e-mail to a friend explaining that you cannot attend an event because of illness. Marks will be allocated for

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
	la cabeza, el estómago, la garganta)	la tête, le ventre, la gorge)	*exemplo: a cabeça, o estômago, a garganta).*	• Peer work: Interview classmates about health and record answers.	appropriateness of response, correct structures and vocabulary.
	¿Cómo estás tú/está usted? ¿Qué tal? Estoy enfermo(a), cansado(a) Me duele la cabeza/me duelen los ojos Tengo dolor de cabeza/ diente.	Comment allez-vous/ vas-tu? Ça va? Je suis malade, fatigué (e) J'ai mal à la tête / aux dents/aux yeux	*Como vai você?/ Como está?/Como estás? Como vai?* *Estou doente, cansado/a* *Tenho uma dor de cabeça.* *Tenho dor de dente/nos olhos*	• Explain to teacher reasons for absence caused by sickness. • Students will develop and dramatise mini-dialogues expressing ailments to a pharmacist or doctor.	
	¿Cómo está tu papá/mamá? Tiene gripe/ fiebre/ un resfriado. Toma/Tome, Aquí está/ están (medicina, unas, aspirinas)	Comment va ton père/ta mère? Il /Elle a la grippe/ de la fièvre/ un rhume. Prends/ Prenez/ voici (Les médicaments, une aspirine)	*Como está a sua mãe/seu pai* *Ele/Ela está com gripe/febre/resfriado(a)* *Está gripado(a)* *Toma/tome, aqui está/estão (os comprimidos, o remédio, a aspirina)*		
	Gracias De nada, No hay de qué	Merci De rien/ je t'en prie/ je vous en prie	*(Muito) Obrigado(m)/Obrigada (f)* *De/por nada / Não há de quê.*		
(c)	**(d) Family, Friends, Neighbours and Pets**				
4. (a) identify, describe and exchange information about self, relatives, peers and neighbours;	Possessive adjectives Adjectives: Agreement and Position Adjectives with special meanings used before or after a noun, for example, grande	Possessive adjectives Adjectives: Agreement and Position	*Possessive adjectives* *Adjectives: Agreement and Position* *Adjectives agree in number and gender and usually come after the noun in Portuguese.* *O menino bonito*	• The teacher will give short descriptions of self and allow each student to do the same. • Teacher will present graphic stimuli of family for discussion.	Role play: develop and present a dialogue based on requesting and giving information on family members or peers. Dialogue must be appropriate and communicate information clearly. Marks will be allocated for correct

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
	Apocopation of adjectives, for example, buen(o), mal(o), primer(o), tercer(o)		*O rapaz italiano* *A menina bonita* *A moça italiana.*	• Students read a passage with an accompanying picture that describes a family and respond to questions relating to identity of family members. • Group work: make a collage of a family and create descriptions of the persons.	pronunciation, intonation, fluency and spontaneity, correct structures and vocabulary.
(b) identify, describe and exchange information about pets and other domestic animals;	¿Cuántas personas hay en tu familia? ¿Cuántos hermanos tienes? Tengo tres hermanas Un nieto Una madrina Una madrasta ¿Cómo es tu mamá/papá? Es flaco(a), severo(a), amable , gordo(a), alto(a), bajo(a) Tiene pelo negro. ¿Quién es? Es mi sobrino(a) primo(a) ¿Tienes /Tiene un animal/ animales doméstico(s) en casa? ¿Qué animal /animales tienes? Un perro, un gato, un pájaro, unos peces	Combien de personnes y a-t-il dans ta famille? Combien de frères as-tu ? J'ai trois sœurs/ frères Un petit-fils Une marraine Une belle-mère Comment est ta mère/ton père? Il/Elle est mince/ sévère/ aimable/ gros (se), grand(e) petit (e) Il/Elle/ a les cheveux noirs. Qui est-ce?/C'est qui? C'est mon neveu/ma nièce mon cousin/ ma cousine Avez-vous/As-tu un animal/des animaux domestique(s) à la maison? / chez toi/vous? Quel(s) animal/animaux as-tu? Un chien, un chat, un oiseau, des poissons	*Quantas pessoas há/tem na sua familia?* *Quantos irmãos você tem?* *Tenho três irmãs/irmãos* *O(a) neto(a)* *A madrinha* *A madastra* *Como é a sua mãe/o seu pai?* *É magro(a), severo(a), amável, gordo (a), alto (a), baixo (a)* *Ele/Ela tem cabelos pretos.* *Quem é?* *É o meu sobrinho/a minha sobrinha/o meu primo/a minha prima* *Você tem um animal de estimação/animais domésticos na casa?* *Que/qual animal/ quais animais você tem?* *Um cachorro/cão, um gato, um pássaro, alguns peixes*	*Description of one's pet. Students will give an oral presentation (in front of the class) of their pet. Include:* • *What type of pet it is?* • *What is the name of the pet?* • *Physical description of the pet.*	

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
(e)		**(f) Home and Community**				
5.	describe and exchange *information about home and district;*	Mi casa/ barrio/pueblo Es muy/bastante grande/pequeño(a)/ cómodo(a)	Ma maison / mon quartier/ ma ville est très/ assez grand(e)/petit(e) /confortable	*A minha casa/quadra/cidade* *O meu bairro/distrito/estado* *É muito.../suficiente grande/pequeno (a)/ confortável*	• Teacher will show videos or photographs of different neighbourhoods and will discuss images with class.	Develop and dramatise a dialogue in which students discuss and compare their homes or communities. Dialogue must be appropriate and communicate information clearly.
		Tiene – cuartos/dormitorios/ una cocina	Il/Elle a - pièces/ chambres/ une cuisine	*Ele/Ela tem ...* *Divisões/quartos/ dormitórios, uma cozinha*	• Students will research information on the Internet or in the library on important places and sites in a French-speaking, Portuguese-speaking or Spanish-speaking town and present the information orally in class.	Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity, correct structures and vocabulary.
		¿De qué color es? Es blanco (a)	De quelle couleur est-il/elle? Il/Elle est blanc(he)	*Qual é a cor de/ de que cor é/cores são...?* *.... É branco(a)*		
		¿Dónde está…….? Está cerca de/ enfrente de	Où est……? Il /Elle est près de/ en face de	*Onde está .....?* *Está perto de/em frente a*		Using a sketch of a house, choose pieces of furniture and ask your classmate in which room they can find them. OR Fill in the blanks with the name of the room where specific pieces of furniture may be found.
		Hay muchas tiendas en el centro comercial El Correo/ La Oficina de correos/ supermercado La plaza El cine La escuela La iglesia La biblioteca La gente: El vecino amable, simpático/ antipático	Il y a beaucoup de magasins au centre commercial La Poste Le supermarché La place Le cinéma L'école L'église La bibliothèque Les gens: Le voisin aimable, sympa, désagréable	*Há muitas lojas no centro comercial* *Os Correios* *O supermercado* *A praça* *O cinema* *A escola* *A igreja* *A biblioteca* *As pessoas/a gente* *O vizinho amável, ... simpático/antipático desagradável*	• Using pictorial stimuli, students will identify different buildings in their neighbourhood giving a brief description of what they see. • Teacher provides a plan of a town. Students listen to information about the location of important sites or buildings and insert these in the plan.	

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
				• *Students will create an advertisement for a house that is for rent or sale (description of house, location).* • *Teacher will produce a plan of a city and provide students with instructions aimed at locating specified places, objects or places on the plan*.	

SCHOOL-BASED ASSESSMENT

GENERIC TASK

Completion of Form (10 marks)

Skill tested: Reading Comprehension

The Teacher will construct a single form with five stimuli based on information given in the target language. Students will respond in English to the cues given. The form can be based on any aspect of Module 1.

Allocation of marks: Reading Comprehension (10 marks)

Example – Completion of Form

French

Completion of Form (10 marks)

Skill tested: Reading Comprehension

The Teacher will construct a single form with five stimuli based on information given in the target language. Students will respond in English to the cues given. The form can be based on any aspect of Module One

Allocation of marks: Reading (10 marks)

Example – Completion of Form

Situation:

Monsieur Marc DuPont, âgé de 35 ans, est de Point à Pitre, Guadeloupe. Il habite aux Abymes dans un appartement spacieux et confortable avec sa femme et ses trois enfants. Il est sympathique et travailleur.

1	Name:	
2	Age:	
3	Nationality:	
4	Description of apartment:	
5	Personality traits:	

French

Answer

1	Name:	Marc Dupont
2	Age:	Thirty -five years
3	Nationality:	Guadeloupean
4	Description of apartment:	Spacious and comfortable
5	Personality traits:	Friendly and hardworking

MARKING CRITERIA

Single Form (requiring 5 responses) 10 marks

1. Two marks will be awarded for each correct response.

2. One mark will be awarded for a partially correct response.

3. No mark will be given for an incorrect response.

Portuguese

O Senhor João Roberto Silva, 35 anos da idade, é de Boa Vista, Brasil. Mora em Coimbra, Portugal, em um apartamento espaçoso e confortável com a sua esposa e os seus três filhos. Ele é amável e trabalhador.

Completion of Form (10 marks)

Skill tested: Reading Comprehension

The Teacher will construct a single form with five stimuli based on information given in the target language. Students will respond in English to the cues given. The form can be based on any aspect of Module One

Allocation of marks: Reading (10 marks)

Example – Completion of Form

Situation:

1	*Name:*	
2	*Age:*	
3	*Nationality:*	
4	*Description of apartment:*	
5	*Personality traits:*	

Portuguese

Answer

1	*Name:*	*João Roberto Silva*
2	*Age:*	*35 years old*
3	*Nationality:*	*Brazilian*
4	*Description of apartment:*	*Spacious and comfortable*
5	*Personality traits:*	*Kind and hard-working*

MARKING CRITERIA

Single Form (requiring 5 responses) 10 marks

1. Two marks will be awarded for each correct response.

2. One mark will be awarded for a partially correct response.

3. No mark will be given for an incorrect response.

Allocation of marks: Reading (10 marks)

Example – Completion of Form

Situation

El señor Carlos Hernández, 35 años de edad, es de Caracas, Venezuela. Vive en Prados del Este en un apartamento espacioso y cómodo con su esposa y sus tres niños. Es amable y trabajador.

Spanish

1	Name:	
2	Age	
3	Nationality:	
4	Description of apartment:	
5	Personality traits :	

Answer

1	Name:	Carlos Hernández
2	Age:	35 years
3	Nationality:	Venezuelan
4	Description of apartment:	Spacious and comfortable
5	Personality traits :	Friendly and hardworking

MARKING CRITERIA

Single Form (requiring 5 responses) 10 marks

1. Two marks will be awarded for each correct response.

2. One mark will be awarded for a partially correct response.

3. No mark will be given for an incorrect response.

♦ MODULE 2: SEE ME ON THE GO

This Module contains the following topics:

(a) School

(i) Subjects;
(ii) School Routine;
(iii) School Environment;
(iv) After-school Activities;

(b) Daily Routine.

♦ GENERAL OBJECTIVES

On completion of this *syllabus,* students should *be able to*:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;

2. *communicate orally and in writing in* French, *Portuguese* and Spanish *about everyday situations;*

3. understand material written in French, *Portuguese* and Spanish on topics relevant to their lives and experiences;

4. develop an appreciation for language and culture in their personal lives and the lives of native French, *Portuguese* and Spanish speakers of the Caribbean *and the wider Americas*.

5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French, *Portuguese* and Spanish for further study and the world of work.

Module 2 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
	(a) School				
1. identify and discuss various subjects done at school, stating preferences and giving reasons;	¿Cuáles son las asignaturas/ materias que se hacen en tu escuela?	Quelles matières est-ce qu'on fait dans ton école?	*Quais são as disciplinas/matérias que são oferecidas na sua escola?*	• *Teacher will present a dialogue/ passage in which students discuss subjects done at school, their preferences and reasons for choice of subjects. Then students will be asked to respond to questions based on information given.* • *Students will research information on the Internet about a typical day in a French-speaking /Spanish-speaking/Portuguese-speaking school.* • *Students will listen to a discussion about subjects done at school and complete a chart by filling in missing subjects.* • *Students will look at a timetable in French /Portuguese/Spanish for the week. Cultural differences will be highlighted and discussed.*	Read a passage or dialogue and answer questions in English relating to students' preferences and choice of subjects. *Create a dialogue in pairs to talk about preferences and choice of subjects.* Listen to selections and identify subjects preferred by different speakers. Marks will be allocated for comprehension of the passage. Students must answer each question completely and correctly to gain full marks.
	¿Qué asignaturas/ materias estudias en la escuela?	Tu fais quelles matières à l'école?	*Que disciplinas/matérias você estuda na escola?*		
	¿Cuál es tu asignatura favorita/preferida?	Quelle est ta matière favorite/préférée?	*Qual é a sua disciplina/matéria favorita / preferida?*		
	Me gusta más el español/francés.	J'aime mieux l'espagnol /le français	*Eu gosto muito de espanhol /francês/português.*		
	No me gusta(n) Prefiero la informática porque …	Je déteste Je préfère l'informatique parce que …	*Eu não gosto de /Eu detesto* *Eu prefiro a informática porque...*		
	Es interesante/ es fácil	C'est intéressant/ facile	*É interessante/ fácil.*		
	¿Tú estás fuerte en qué materia/asignatura?	Tu es fort(e) en quelle matière ?	*Você é forte em qual matéria/quais materiais?*		
	Estoy fuerte en	Je suis fort (e) en……	*Sou forte/bom (boa) em…..*		
	Saco buenas notas.	J'ai de bonnes notes.	*Eu tiro boas notas.*		

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	FRENCH	*PORTUGUESE*		
		Students should be able to:				
					• Students will write dialogue including discussion of preferences of subjects done at school.	
2.	seek and exchange opinions or information on school subjects, teachers and school environment;	¿Qué piensas de tu escuela/ la cafetería? Creo que/ para mí. ¿Cómo es la biblioteca? ¿Cómo son los profesores? ¿Te gusta tu escuela? ¿Por qué? ¿Por qué no? Me gusta mi escuela porque… Las aulas son demasiado pequeñas/ no son cómodas. No tenemos bastantes sillas.	Que penses-tu de ton école/ la cantine? Je pense que /A mon avis Comment est la bibliothèque? Comment sont les profs? Tu aimes ton école ? Pourquoi ? Pourquoi pas ? J'aime mon école parce que…. Les salles de classe sont trop petites/ elles ne sont pas commodes. On n'a pas assez de chaises.	*O que você acha/pensa sobre sua escola, sua cafeteria/seu refeitório?* *Eu acho/penso/creio que* *Para mim* *Como é a biblioteca?* *Como são os professores?* *Você gosta da sua escola?* *Porque você gosta da sua escola? Porque não gosta ?* *Eu gosto da minha escola porque* *As salas de aula são pequenas demais/Elas não são confortáveis* *Não temos muitas cadeiras.*	• Teacher will give students expressions to aid in seeking and expressing opinions on issues related to school. They will then demonstrate the use of these. • Students will dramatise situations in which they meet with French, Portuguese or Spanish speaking students and exchange information about their schools. • Students will complete a crossword puzzle on topics *pertaining to school.* • Students will create a rap about what they like and do not like about school.	Students will *play the role of* a reporter for their school magazine and interview individual students about their subjects, teachers and school environment. Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity, correct structures and vocabulary.
3.	ask for directions, seek permission and respond to instructions and	¿Me permite entrar/salir? ¿Se puede entrar/salir, por favor?	Puis-je entrer/sortir, s'il vous plaît ? Est-ce qu'on peut entrer/sortir, s'il vous plait?	*Eu posso entrar/sair? Com licença* *Podemos entrar/sair, por favor? A gente pode entrar?*	• *Teacher will illustrate and practise commands using a game, for example, Simón dice/ Jacques a dit/ Simão disse…..*	Students respond to situations described by the teacher that relate to seeking directions or permission and responding to instructions and commands.

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
	commands within the school context;	¿Dónde está la oficina? ¿Para ir a la oficina? No comprendo la pregunta. No sé ¡Escribe/ Escriban! Lee/ Lean En voz alta/ baja Silencio	Où se trouve le bureau? Pour aller au bureau? Je ne comprends pas la question Je ne sais pas Ecris/Ecrivez Lis/Lisez A haute voix/ A voix basse Silence	*Onde está/ fica o escritório?* *Como faço para ir ao escritório?/Para chegar ao escritório?* *Não entendo a pergunta.* *Não sei.* *Escreva /Escrevam!* *Leia/ Leiam!* *Em voz alta /em voz baixa* *Silêncio!*	• Students will respond appropriately to commands given by teacher. • *Teacher will demonstrate situations in which permission is requested or given.* • Students will make oral or written requests common to a classroom situation, such as, permission to go to the bathroom, or enter the classroom. • *Students will role play situations in which a stranger enters the school compound and seeks direction to places, such as, the principal's office or staffroom.*	Marks will be allocated for comprehension and appropriateness of response. *Students will make a collage of the school compound labelling buildings and rooms. An oral presentation will then be made of the collage.* *Marks will be allotted for the correct use of structures and appropriateness of response.*
4.	talk or write about activities engaged in with friends and family after school and at home;	Después de las clases Normalmente A menudo Escucho música (el rap, el calipso), Voy al parque/a la biblioteca Navegar por la red / surfear en Internet	Après les cours Normalement Souvent J'écoute de la musique (le zouk, le calypso) Je vais au parc/à la bibliothèque Surfer sur internet	*Depois das aulas* *Normalmente* *Muitas vezes* *Escuto música (o rap, o calipso, o reggae, o samba).* *Vou ao parque /à biblioteca.* *Navegar na internet*	• Teacher will provide students with the appropriate vocabulary and structures, then discuss with them the activities they engage in after- school. • Students will practise by describing orally their after school activities.	Students will write brief responses in the target language to five or six situations based on after school activities. Marks will be allocated for appropriateness, and correct structures and vocabulary.

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
		Chatear en Facebook en Twitter	Chatter sur Facebook sur Twitter	*/conversar /bater papo no Face(book) / no Twitter/no Instagram*	• In groups of two, students will compare and contrast their daily activities.	
		Por la tarde Por la noche, vamos…	L'après – midi Le soir, nous allons…	*À tarde* *À noite, (nós) vamos*		
5.	express time and schedule of various activities (starting time, finishing time, duration, how often, from……to);	¿Qué haces? ¿Cuándo?	Que fais – tu ? Quand ?	*O que você está fazendo?* *Quando?*	• Teacher will give the students pictures or cards with persons engaged in different activities at different times of the day and students will respond to questions posed by the teacher. • Students will ask one another questions in order to fill in gaps in a schedule or timetable.	Students listen to a series of selections and respond to questions about time schedules. Marks will be allocated for comprehension of stimuli.
		¿Qué hora es? ¿A qué hora comienza/termina la película? La película es a las cinco de la tarde. El fin de semana	Quelle heure est-il? A quelle heure commence/finit le film? Le film est à dix – sept heures Le weekend	*Que hora é / Que horas são?* *A que horas começa/termina o filme?* *O filme é às oito horas da noite* *O fim de semana*		
		¿Cuántas veces a la semana practicas el fútbol / el tenis? ¿Cuántas veces a la semana tienes inglés?	Tu joues au football/ au tennis combien de fois par semaine ? Tu as anglais combien de fois par semaine ?	*Quantas vezes por semana você pratica futebol / tênis?* *Quantas vezes por semana você tem Inglês?*		
		¿Cuánto tiempo dura la clase de español?	Le cours d'anglais dure combien de temps?	*Quanto tempo dura a aula de Português?*		
		La clase dura cuarenta minutos: de las diez a las once menos veinte.	Le cours dure 40 minutes: de dix heures à onze heures moins vingt.	*A aula é de quarenta minutos: das dez às dez e quarenta*		

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
6.	request and provide information about travel to and from school;	¿Cómo vas a la escuela? Voy en coche en autobús a pie Camino	Tu vas à l'école comment? Je vais en voiture en autobus à pied Je marche	*Como vai à escola?* *Vou de carro* *de ônibus* *a pé* *vou andando*	• *Teacher will use flash cards or computer generated sounds of different modes of transportation. Teacher will provide relevant vocabulary and structures.* • Teacher will use dialogues to elicit information from students about modes of transportation.	*Using graphic stimuli, (pictures, drawings, video presentations) students will respond to questions posed by teacher on modes of transportation used by individuals.* *Students work in pairs to produce a dialogue which asks questions and gives responses about the different modes of transportation used for school and will indicate their preferred mode.* *Marks will be allocated for comprehension, correctness of expression and vocabulary.*
		(b) Daily Routine				
7.	describe and compare a typical day in their lives;	Todos los días Cada día/mañana A veces El/Los martes Me levanto } a Me acuesto }	Tous les jours Chaque jour/matin Quelquefois mardi/le mardi Je me lève } à Je me couche }	*Todos os dias* *Cada dia / amanhã* *Às vezes* *Na(s)/À(s) terça(s)-feira(s)* *Eu me levanto* } à/às *Levanto-me* } *Deito-me*	• Teacher will present flash cards to introduce vocabulary and relevant structures on the topic. • Students will read short selections about daily activities in the life of a student and discuss content.	Students describe daily routines using cues such as: cada mañana/chaque matin / *todas as manhãs*; a las siete/á sept heures/ *às sete horas;* el domingo a las …../dimanche à … heures / *no domingo, às …. horas,* and reflexive verbs.
		Tomo el desayuno	Je prends le petit déjeuner } à	*Tomo o café da manhã* *Tomo o almoço* } à/às	• Students will role play a rapper	Marks will be allocated for appropriateness, correctness of

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
		Tomo el almuerzo Tomo la merienda Tomo la cena } a …	Je prends le déjeuner Je prends le goûter Je prends le dîner	*Tomo o lanche* *Tomo o janto*	or singer or calypsonian and will compose an imaginary routine and present it orally to class.	expression and vocabulary.
		Toco la guitarra/juego (al) netball Veo / miro la televisión	Je joue de la guitare/Je joue au netball Je regarde la télé	*Toco (o) violão / jogo netbol* *Assisto televisão*	• Teacher will give students a number of randomly sequenced sentences, describing pre-school, during school and after school routines of a group of students. Students will arrange sentences to reflect a proper sequence.	
8.	*express apologies and give simple explanations;*	Discúlpame/ Discúlpeme, por favor Lo siento Perdona/Perdone Permiso	Je m'excuse, Je suis désolé Pardon Excuse-moi, s'il te plaît Excusez-moi, s'il vous plaît	*Desculpe-me por favor* *Sinto muito* *Perdão* *Com licença, por favor*	• *Teacher will outline and discuss classroom situations in which apologies and explanations are necessary and will provide students with appropriate linguistic and lexical forms.*	*Students respond orally and in writing to simple situations in which it is necessary to give apologies and explanations.* Marks will be allocated for appropriateness and correctness of expression and vocabulary.
		No tengo mi cuaderno los deberes No terminé los deberes. Olvidé mi cuaderno.	Je n'ai pas mon cahier les devoirs. Je n'ai pas fini les devoirs. J'ai oublié mon cahier.	*Não tenho meu caderno. O dever de casa* *Não acabei/terminei meu dever de casa.* *Eu esqueci meu caderno.*	• *Students will dramatise situations in which a number of students appear before the principal for different offences. They must apologise and explain their actions.* • *Students will participate in a dialogue in which apologies are sought and simple explanations*	

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	*PORTUGUESE*		
	Students should be able to:				
				given.	

SCHOOL-BASED ASSESSMENT

(i) Reading Comprehension – 10 marks
(ii) Written Responses to situations – 10 marks

GENERIC TASK

1. Skills tested: Reading

Students will read a short narrative (70 - 80 words) in the target language and answer in writing, five questions in English based on the narrative. The narrative will be based on Module 2: School routine and after school activities or Daily Routine.

Ten marks will be allocated (two marks for each correct answer) demonstrating comprehension of the narrative. Students must answer each question completely and correctly to gain full marks.

EXAMPLE

Reading Comprehension (10 marks)

FRENCH

Read the following message carefully, then, respond in English to the questions that follow.

Salut Jacques,

Aujourd'hui c'est samedi, mon jour préféré. Le samedi matin, je vais à l'école et l'après-midi, j'aime sortir avec mes amis. Chaque jour après les cours, je fais mes devoirs. Ensuite, je joue sur l'ordinateur.

Quelquefois mon père et moi jouons au tennis au club. Ma mère n'est pas sportive. Elle préfère écouter **de** la musique ou lire.

Le soir, après le dîner, mes parents regardent la télévision, mais ma sœur et moi chattons sur Facebook.

Robert

Answer the following questions in English using one complete sentence:

1. Where does he go on Saturday mornings? (2 marks)

2. What does Robert usually do daily after school? (2 marks)

3. What does he like to do on Saturday afternoons? (2 marks)

4. Why does his mother not play tennis with him and his father? (2 marks)

5. What does the family do after supper? (2 marks)

KEY

1. Robert goes to school.

2. He does his homework.

3. He likes to go out with his friends.

4. She does not like sports and prefers to listen to music or read (Accept any 2).

5. The parents watch television and the children chat on Facebook.

PORTUGUESE

Read the following message carefully, then, respond in English to the questions that follow.

Oi Pedro,

Sexta-feira é o meu dia favorito, porque pela manhã tenho minha matéria favorita, português. Prefiro português porque o professor é simpático e as aulas sempre são muito interessantes.

Normalmente, nas sextas-feiras ao meio-dia vou a um restaurante no shopping para almoçar. Durante a tarde, temos educação física das duas às três.

Esta sexta-feira é especial porque não tenho dever de casa. Depois de jantar, bato papo com meus amigos no Face(book).

Até logo
Roberto

Answer the following questions in English using one complete sentence.

1. *Why is Friday Roberto's favourite day? (2 marks)*
2. *Why does he like Portuguese? (2 marks)*
3. *Where does Roberto go at midday? (2 marks)*
4. *At what time in the afternoon does he have Physical Education? (2 marks)*
5. *What does Roberto do after supper? (2 marks)*

KEY

1. *On Fridays, he has his favourite subject.*

2. *He likes Portuguese because the Portuguese classes are interesting and the teacher is nice.*

3. *He goes to a restaurant in the mall for lunch.*

4. *He has Physical Education from two to three o'clock in the afternoon.*

5. *After supper he chats with his friends on Facebook.*

SPANISH

Read the following message carefully, then, respond in English to the questions that follow.

Hola Maria :

El viernes es mi día favorito porque por la mañana tengo mi asignatura favorita: el español. Prefiero el español porque el profesor es simpático y las clases siempre son muy interesantes.

Normalmente los viernes al mediodía, voy a un restaurante en el centro comercial para el almuerzo.

Por la tarde, tenemos educación física desde las dos hasta las tres.
Este viernes es especial porque no tengo deberes. Después de cenar, chateo con mis amigos en Facebook.

Roberto

Answer the following questions in English using one complete sentence for each.

1. Why is Friday Roberto's favourite day? (2 marks)

2. Why does he like Spanish? (2 marks)

3. Where does Roberto go at midday? (2 marks)

4. At what time in the afternoon does he have Physical Education? (2 marks)

5. What does Roberto do after supper? (2 marks)

KEY

1. On Fridays, he has his favourite subject.

2. He likes Spanish because the Spanish class is interesting and the teacher is nice.

3. He goes to a restaurant in the mall for lunch.

4. He has Physical Education from two to three o'clock in the afternoon.

5. After supper he chats with his friends on Facebook.

MARKING CRITERIA

Section 1

Reading Comprehension – Five Responses – 10 marks

1. Responses must be written in ENGLISH
2. Award 2 marks for each response as follows:

   - 2 marks for a correct response (all elements included)
   - 1 mark for each partially correct response
   - 0 mark for an incorrect answer

Section 2

Written responses to situations (10 marks)

Skill tested: Writing

Students will be given five short descriptors of situations in English, requiring them to respond briefly and appropriately *in the target language*. The situations will be based on any or a combination of topics covered in the Module. Ten marks will be given for the five responses (2 marks for each response). The responses to the situations given must be appropriate and communicate the message effectively.

Written Responses to Situations (10 marks)

EXAMPLE

Write in French, *Portuguese* or Spanish a brief response to each of the situations described below. Your response should communicate the message clearly. Do not write more than one sentence.

1. In an e-mail to a friend, you mention what you like doing at school. What do you write?
2. You would like some information about your pen pal's school. Write the question you ask him or her while chatting on-line.
3. Send a note to a friend who was absent from school telling *him/her* at what time a sporting event will begin later that evening.
4. You would like to know what time your friend leaves home on mornings. Write the text message that you send *him/her*.
5. You arrive late to class. You pass a note to your teacher in which you apologise and give a reason for your tardiness. What do you write?

Sample Key (French, Portuguese and Spanish)

	FRENCH		***PORTUGUESE***		**SPANISH**
1.	J'aime dessiner.	1.	*Eu gosto de desenhar.*	1.	Me gusta dibujar.
2.	Les profs sont comment?	2.	*Como são os professores?*	2.	¿Cómo son los profesores?
3.	Le match est/commence à six heures.	3.	*A partida começa às 18 horas.*	3.	El partido es/comienza a las seis esta tarde
4.	Tu quittes la maison à quelle heure le matin?	4.	*A que horas você sai de casa pela manhã?*	4.	¿A qué hora sales de casa en/por la mañana?
5.	Tu te lèves à quelle heure ?	5.	*Você se levanta a que horas?*	5.	¿A qué hora te levantas?

MARKING CRITERIA – MODULE 2 - Section 2 - Written responses – 10 Marks

The total mark for the responses is 10. However, in the scheme provided below the mark for each criterion has been doubled to facilitate marking convenience. Score each question out of four marks. The total score out of 20 should be divided by TWO (2) to arrive at the final mark. If a fraction remains, round off to the higher mark.

	Appropriateness [2 marks]			***Expression and Vocabulary [2 marks]***		
Ques.	*Fully appropriate* *All relevant elements included [2 marks]*	*Partially appropriate* *Some elements omitted [1 mark]*	*Totally inappropriate* *[0 mark]*	*Acceptable control of structures/grammatical forms* *Acceptable range of vocabulary* *May have minor errors [2 marks]*	*Limited control of structures/grammatical forms* *Limited vocabulary [1 mark]*	*Incomprehensible Response, jumbled or unclear* *[0 mark]*
1						
2						
3						
4						
5						

♦ MODULE 3: LET'S LIVE IT UP!

This Module contains the following topics:

(a) Sports and Leisure;

(b) Eating Out.

♦ GENERAL OBJECTIVES

On completion of this syllabus, students should *be able to*:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally and in writing in French, *Portuguese* and Spanish to everyday situations;
3. understand material written in French, *Portuguese* and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native French, *Portuguese* and Spanish speakers of the Caribbean *and the wider Americas*.
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French, *Portuguese* and Spanish for further study and the world of work.

Module 3 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
(a)	(b) **Sports and Leisure**				
1. (a) talk and write about things they like to do in their free time;	¿Qué haces en tu tiempo libre/tus ratos libres?	Que fais-tu pendant ton temps libre/tes moments libres ?	*O que você faz em/no seu tempo livre?*	• Teacher presents graphic stimuli or audio selections of leisure or sporting activities and students respond to questions posed.	Work in pairs to interview partners about preferences in sports and leisure activities and record findings.
(b) ask and respond to questions on sports and leisure activities;	¿Cuáles son tus pasatiempos? Prefiero/ me gusta/n (más)	Quels sont tes passe-temps/ loisirs? Je préfère/J'aime (mieux)	*Quais são os seus passatempos?* *Eu prefiro/ eu gosto (mais) de*	• Students act as journalists carrying out a survey of the type of activities engaged in by students during their leisure time and write a report.	Marks will be allocated for correct pronunciation, intonation, correct structures and vocabulary. Responses must be appropriate and communicate the message clearly.
	Ir de paseo Navegar por Internet/la red Charlar por teléfono	Faire une promenade. Surfer sur Internet Parler au téléphone	*Passear* *Navegar na internet* *Conversar no telefone/ao telefone*		
	Jugar videojuegos	Jouer aux jeux –vidéo/ Jouer à des jeux vidéos	*Jogar os videogames*	• Students match pictures to social activities.	
	¿Qué deportes juegas/practicas?	Quels sports pratiques-tu? / quels sports joues-tu ?	*Quais esportes você pratica?*	• Students listen to a passage read by the teacher and will respond true or false to questions posed on the topic.	
	Qué instrumento musical tocas?	Tu joues de quel instrument musical?	*Qual instrumento musical você toca?*		
	Yo juego, (al) fútbol/(al) baloncesto/(al) béisbol;/ (al) críquet (cricket) /	Je joue au foot / au basket/ au volleyball	*Eu jogo futebol/ basquete/vôlei.*	• Design invitation cards for an event, addressed to a favourite teacher or selected friends.	
	Yo practico el atletismo	Je pratique l'athlétisme	*Eu pratico/faço atletismo.*		

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	FRENCH	PORTUGUESE		
		Students should be able to:				
		Un concurso/ una competencia	Un concours	*Uma competição / um concurso*	• Students will write an e-mail message inviting a classmate or friend to go out with them, stating their plans.	
		Yo toco el piano. Escucho música	Je joue du piano J'écoute de la musique	*Eu toco (o) piano* *Eu escuto (a) música*		
		Mis pasatiempos son nadar, bailar, leer, ver la televisión…	Mes passe-temps sont nager, danser, lire, regarder la télévision …	*Meus passatempos são natação, dança,leitura, televisão...*		
		la piscina, el campo, la biblioteca, la playa, las novelas.	la piscine, la campagne, la bibliothèque, la plage, les romans	*A piscina, o campo, a biblioteca, a praia, os romances*		
2.	issue, accept and refuse invitations giving reasons orally or in writing;	Soy aficionado(a) a…	Je me passionne pour / Je suis fan de…….	*Estou apaixonado por / Sou fã de.....*	• *Students will make a phone call/send a text message to refuse an invitation.* • *Students will interview an invited guest (native speaker) about specific celebrations in their country.*	Students will develop a telephone conversation between two friends involving the issuing of an invitation to a party and the accepting or rejecting of such an invitation. Marks will be allocated for correct pronunciation, intonation, spontaneity and correctness of structures and vocabulary.
		Dígame/Hola / Aló *¿Está Juan?* ¿ Quieres/no quieres	Allô / Salut C'est Jean? Tu veux / Tu ne veux pas …	*Olá, oi* *É João?* *Você quer / você não quer...*		
		bailar jugar ir al cine?	danser? jouer aller au cinéma ?	*dançar* *jogar* *ir ao cinema?*		
		¿Qué vas a hacer esta tarde?	Qu'est-ce que tu vas faire cet après-midi?	*O que você vai fazer esta tarde?*		
		¿Quieres acompañarme al club?	Tu veux m'accompagner au club?	*Você quer me acompanhar ao clube?*		

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
	Te invito a mi fiesta de cumpleaños.	Je t'invite à ma fête d'anniversaire.	*Você está convidado para minha festa de aniversário.*		
	¿A qué hora …? Claro que sí	A quelle heure…? Bien sûr/ Bien entendu	*A que horas...?* *Claro/com certeza*		
	Con mucho gusto	Avec plaisir	*Com prazer*		
	De acuerdo	D'accord	*Concordo/ está bem*		
	Cómo no	Pourquoi pas	*Por que não?*		
	¿Estás ocupado(a)/ aburrido(a)?	Tu es occupé(e)/ Tu t'ennuies ?	*Você está ocupado(a)/ aborrecido(a)?*		
	¡Qué chévere!	Chouette! Super! Génial	*Ótimo! Genial/Beleza/legal*		
	Lo siento pero no puedo	Je suis désolé(e) mais je ne peux pas	*Eu sinto muito mas não posso.*		
	Tengo que estudiar.	Je dois étudier.	*Preciso / tenho que estudar.*		
	¡Qué lástima/ pena! No puedo/ Estoy enfermo (a).	Quel dommage! Je ne peux pas. Je suis malade.	*Que pena! Não posso/ estou doente.*		
	¿Qué ponen?	Qu'est-ce qu'on passe?	*O que aconteceu?*		
	Una Película de risas	Une comédie Un dessin animé	*Uma comédia*		

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	**PORTUGUESE**		
	Students should be able to:				
	un Dibujo animado una telenovela	Un feuilleton	*Um desenho animado* *Uma novela*		
3. listen or read and respond appropriately to simple sentences, short paragraphs or notices related to leisure and sports.	El partido de fútbol es el sábado a las cuatro y media en la escuela	Le match de football est samedi à quatre heures et demie à l'école.	*O jogo de futebol é no sábado às quatro e meia na escola*	• Students carry out a survey to determine preferences in sports and leisure activities.	A *listening and* reading comprehension of short passages or selections of advertisements of functions or outdoor activities. Students will respond in English (written or orally) to selected questions. Marks will be allocated for comprehension of stimuli.
	'*Película', 'Rambo III' Cine Castro viernes, 5 de septiembre a las tres.* *Entrada: 10 euros/bolívares* ¿Cuál prefieres? Prefiero jugar(al) fútbol	*Film: "Rambo III" Cinéma Odéon vendredi le 5 septembre a quinze heures* *Entrée : 10 euros* *Lequel préfères-tu? Je préfère jouer au football.*	*Filme:* Rambo lll *no Cine Iguatemi na sexta-feira, 5 de setembro às 15 horas (três da tarde)* *Entrada: 10 reais* *Qual você prefere? Prefiro jogar futebol.*	• Develop preference and opinion polls on films, songs, sports and personalities and report findings.	
	Me gusta/no me gusta	*J'aime/Je n'aime pas*	*Eu gosto de/não gosto de*	• Teacher presents graphic stimuli depicting notices or advertisements relating to sports and leisure activities and students choose correct responses to questions posed.	
	Prefiero ir…. no quiero ir……	*Je préfère aller … je ne veux pas aller…*	*Prefiro ir….não quero ir….*		
	Me gusta el steelpan más que el piano.	J'aime le steelpan plus que le piano.	*Eu gosto mais do steelpan do que do piano*	• Students create a notice for a newspaper or magazine advertising a sporting or leisure activity.	
	(b) Eating Out				
4. (a) express hunger or thirst;	Tener hambre/ sed El restaurante/el café/la	Avoir faim/ soif Le restaurant/le café/ un	*Estar com fome/ sede* *O restaurante/ o café/ a*	• *Dramatise a restaurant/ café scene.*	*Two students will dramatise a*

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
	cafetería	fast food	*lanchonete*		*restaurant/café scene in which they order a meal.*
(b) talk and write about ordering food and drink;	Oiga mesero/camarero. A la orden. /A sus órdenes.	Garçon/ serveur/ serveuse Vous désirez ?	*O garçom* *Pois não?/O que você vai pedir?*	• *Listen to selections about food orders. Respond to questions posed on them.* • Design a menu.	Marks will be allocated for correct pronunciation, intonation, spontaneity and correctness of structures and vocabulary.
(c) ask and respond to questions on food and drink, including invitations to eat out;	¿Qué va(s) a tomar? / ¿Qué toma(s)? ¿Cuánto cuesta/es? ¿Qué quiere(s) desea(s)? ¿y para beber/comer? ¿Algo más?	Que voulez-vous/veux-tu? C'est/ Ça coûte combien ? Qu'est-ce que tu veux / vous voulez…. ? manger/boire? Et comme boisson? C'est tout?	*O que você vai tomar?* *Quanto custa? Quanto é ?* *O que você quer?* *E para beber/comer?* *Algo mais?/Mais alguma coisa*	• Make a reservation in a restaurant by phone or e-mail • Design a restaurant flyer advertising the menu including drinks, food and dessert. • Call in an order by phone to a restaurant	
	¿Puedo ver el menú? ¿Hay una mesa libre? ¿Hay coca-cola?	Je peux voir la carte? Il y a une table libre? Vous avez du coca?	*Eu posso ver o cardápio?* *Há/ tem uma mesa livre?* *Tem coca?*		
	Quisiera/Me gustaría Quiero un refresco/ un batido/ jugo de naranja/ piña/ agua.	*Je voudrais une limonade, un milk shake* *un jus d'orange /d'ananas* *De l'eau*	*Eu quero uma limonada/um milkshake/ um suco de laranja/abacaxi/ água*		
	Un vaso de, una taza de, una botella de El arroz, el pollo frito, el pescado, la carne, el plátano frito, la arepa, el taco, la empanada	Un verre de/une tasse de/une bouteille de Du riz, du poulet frit, du poisson, de la viande, du boudin	*Uma xícara de/um copo de….* *O arroz, o frango frito, o peixe, a carne*		
	¿Qué quieres de postre? El	Et comme dessert?	*O que você quer de*		

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	FRENCH	PORTUGUESE		
		Students should be able to:				
		helado de chocolate/ vainilla/ de fresas, la torta, el pastel, la quesadilla.	La glace au chocolat, à la vanille, aux fraises un gâteau, du pain au chocolat, un croissant	*sobremesa?* *O sorvete de chocolate/ baunilha/morango, bolo/torta/doces/pudim*		
		¿Qué tal la comida?	Tu as/ vous avez bien mangé?	*Você está satisfeito?*		
		¡Qué rico(a)! ¿verdad? ¡ Es (Está) sabroso(a)/ delicioso(a)! ¿No?	Que c'est délicieux ! C'est délicieux, n'est-ce pas?	*Que delícia! Não é? É gostoso(a).*		
		¡Buen provecho!	Bon appétit!	*Bom apetite*		
		La cuenta, el cambio, Aquí tiene(s)/ Aquí esta No tengo tenedor/vaso/ servilleta El vaso está sucio. Para llevar Para aquí	L'addition, La monnaie Voici/Voilà Je n'ai pas de fourchette/verre/ serviette Le verre est sale. A emporter, Sur place, à la terrasse	*A conta; o troco* *Aqui tem/aqui está* *Não tenho garfo/copo/guardanapo* *O copo está sujo* *Para levar* *Pra cá/no terraço*		
(d)	express their preferences for food and drink;	Prefiero el pollo frito	Je préfère le poulet frit	*Eu prefiro o frango frito.*	• Students participate in a role play in which they are at a restaurant with some friends. Before ordering, they look at the menu and discuss their preferences.	Students will respond to questions posed by teacher about their preferences in food and drink. Marks will be allocated for comprehension of stimuli.
		Me gusta(n)/no me gusta(n) la paella, el gazpacho/ los camarrones/los calamares.	J'aime/ Je n'aime pas la quiche, le boudin J'aime les crevettes. Je déteste les escargots.	*Eu gosto de/não gosto de pão de queijo/feijoada.* *Gosto de camarão.* *Eu detesto* escargots.		

SCHOOL-BASED ASSESSMENT

Conversation: Role Play – 20 marks

Students will be given short descriptors in English, prepared by the teacher, describing an incident or social activity. The content will be based on (a) Sports and Leisure and (b) Eating Out.

Each pair of students will be given a card describing, in English, an incident or activity to be acted out in role play. Each of the pair of students will then play the part of one person described on the card. The students should be given this task as a home assignment, preparing a dialogue of about 50–60 words in the target language. **However, the written assignment must not be used during the actual delivery/role play.**

Marks will be allocated for correct pronunciation, intonation, fluency and appropriateness of vocabulary and expression.

Conversation and Role Play (20 Marks)

The teacher will distribute cue cards with short descriptors written in English about leisure activities. Students will be asked to develop a conversation of 50–60 words in the target language for role play. Each student will play the role of one person in the conversation. The students will be given five minutes to act out/play their roles.

Role Play: French – Example	**Role Play: Portuguese – Example**	**Role Play: Spanish – Example**
Pierre is bored at home and calls to invite Jean to have a game of football with him. Develop and present the dialogue that takes place between the two students.	*Tiago is bored at home and calls to invite Milton to have a game of football with him. Develop and present the dialogue that takes place between the two students.*	Carlos is bored at home and calls to invite Tomás to have a game of football with him. Develop and present the dialogue that takes place between the two students.
KEY (Telephone rings)	KEY (Telephone rings)	KEY (Telephone rings)
Pierre: Bonjour.	Tiago: Alô.	Tomás: Diga.
Jean : Salut, Pierre. Tu es occupé ?	Milton: Oi, Tiago. Você está ocupado?	Carlos: Hola, Tomás. ¿Estás ocupado?
Pierre : Moi, non. Je m'ennuie à la maison.	Tiago: Eu, não. Estou aborrrecido/enfadado em casa.	Tomás: Yo, no. Estoy muy aburrido en casa.
Jean : Moi aussi. Tu veux aller jouer au football dans le parc avec moi?	Milton: Eu também. Quer ir ao parque para jogar futebol comigo?	Carlos: Yo también. ¿Quieres ir al parque para jugar al fútbol conmigo?
Pierre : Avec plaisir. A quelle heure ?	Tiago: Com certeza. A que horas?	Tomás: Con mucho gusto. ¿A qué hora?
Jean : Tout de suite.	Milton: Agora mesmo.	Carlos: Ahora mismo.
Pierre : Je peux inviter Robert aussi?	Tiago: Posso convidar o Roberto também?	Tomás: ¿Puedo invitar a Roberto también?
Jean : Bien sûr. On se voit bientôt chez moi.	Milton: Por que não? Eu te vejo na minha casa.	Carlos: Cómo no. Nos vemos pronto en mi casa.
Pierre : D'accord. J'arrive.	Tiago: Está bem. Estou saindo.	Tomás: De acuerdo. Ya voy.
Jean: Ok, à tout à l'heure	Milton: Bom, até breve.	Carlos: Bueno, hasta pronto.

MARKING CRITERIA - 20 Marks

Students will be awarded marks for their ability to communicate the message clearly, fluently and appropriately. Marks will be awarded as follows:

RATING	ASSESSMENT CRITERIA	
	Speaking (10 marks)	**Listening (10 marks)**
Excellent (10)	Responds very appropriately and fluently; correct expression and wide and varied vocabulary.	Comprehends all questions; answers readily.
Very Good (8-9)	Responds very appropriately and fluently. Correct expression with occasional inaccuracies and wide and varied vocabulary.	Comprehends most questions fully; answers with minimal hesitation.
Good (6-7)	Responds appropriately to most questions with a good level of fluency; some inaccuracies in expression; has a good range of vocabulary.	Comprehends many questions fully; answers with occasional hesitation.
Satisfactory (4-5)	Responds appropriately to some questions with a fair level of fluency; limited range of vocabulary.	Comprehends fewer than half of the questions asked; marked hesitation before answering.
Minimal (2-3)	Has difficulty in responding to most questions; lacks fluency and coherence.	Comprehends few questions; answers with great difficulty; requires frequent repetition.
Poor (0-1)	Responds to most questions with great difficulty and in a disjointed manner, or does not respond at all. Limited or no vocabulary and expression.	Responds to most questions with great difficulty and in a disjointed manner. Limited vocabulary and expression.

♦ MODULE 4: CASH IT OR CHARGE IT

This Module contains the topic shopping:

♦ GENERAL OBJECTIVES

On completion of this *syllabus,* students should *be able to*:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. *communicate orally and in writing in* French, *Portuguese* and Spanish *about everyday situations;*
3. understand material written in French, *Portuguese* and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native French, *Portuguese* and Spanish speakers of the Caribbean *and the wider Americas region*;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French, *Portuguese* and Spanish for further study and the world of work.

Module 4 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
	Shopping				
1. talk and write about different types of shops and what items could be bought there;	La panadería, el pan los panecillos	La boulangerie le pain la baguette	*Tipos comuns de lojas/pontos comerciais (incluindo o shopping, o mercado, a feira, a farmácia, a sapataria, o posto de gasolina, a banca de revista, a livraria, o restaurante, a padaria* *O pão* *O pão francês*	• Teacher uses graphic organisers, for example, drawings, flashcards depicting different shops and items sold there to present topic to students. • Students listen and repeat structures and vocabulary used by teacher. • *In pairs, students will simulate situations of interaction between client and salesperson in different business/sales/service environments.* • Graphic stimulus, for example, posters, photos, videos of market or shop scene with items for sale. Students look at the stimulus and answer questions. • Students name five different shops and make a list of items that could be purchased in each. • Students match items to various shops.	Students listen to brief dialogues and identify in English what is being bought and at what store. Marks will be allocated for comprehension of stimulus.
	La pastelería el pastel/la torta	La pâtisserie le gâteau	*A pastelaria* *O bolo / a torta*		
	La carnicería la carne	La boucherie la viande	*O açougue* *A carne*		
	El supermercado/ la tienda de comestibles	Le supermarché	*O supermercado / a mercearia*		
	Los huevos La leche	les œufs le lait	*Os ovos* *O leite*		
	El mercado las frutas, las legumbres las verduras	Le marché Les fruits, les légumes Les crudités/ la salade	*O mercado* *As frutas, os legumes* *As verduras*		
			Quantidades e medidas (peso; volume; comprimento temperatura)		

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
	una libra de... un kilo de... un medio kilo de.... un gramo de... un litro de..... un paquete de.... una lata de... un cartón de...	une livre de... un kilo de... un demi-kilo de.... un gramme de... un litre de..... un paquet de... une boîte de.... un carton de...	*uma libra de...* *um quilo de ...* *um meio quilo de ....* *um grama de ...* *um litro de ...* *um pacote de. ...* *uma lata de ...* *uma caixa de* *uma bebida gelada*	• *Memory Game*: I am going to the market or shop to buy ...	
2. participate in simple conversation discussing need to purchase or acquire various products and services;	IR + a Vamos a la tienda a comprar... Ropa/ zapatos/ comestibles/ joyas/ computadora/ videojuegos/ Ir de compras/ hacer (las) compras (en línea)	ALLER *Nous allons au magasin acheter...* des vêtements/ des chaussures / des provisions/ des bijoux / un ordinateur/ des jeux-vidéo Faire les courses/ faire des achats (en ligne)	*IR + a* *Vamos à loja para comprar...* *...* *os tipos de tecido* *a roupa / o vestuário* *os sapatos* *os mantimentos* *as jóias* *o computador* *os jogos de vídeo* *as compras / fazer (as) compras (on-line)* *Formas de pagamento; a prazo/crediário, a vista, com cartão, grátis, parecelado,*	• Teacher presents for discussion dialogues based on persons' needs to acquire items in specific shops. • Students role play attending a fashion show where they talk about the clothes and other items on display and what they would like to purchase. • Students work in groups to create conversation about the purchasing of an item and then present it to the class. Other students will be asked to assess the conversation. • Complete dialogues in context.	E-mail a friend with information about a shopping trip both of you are planning and items you intend to purchase. Marks will be allocated for appropriateness and correctness of structures and vocabulary.

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	**PORTUGUESE**		
		Students should be able to:				
				com desconto	• Students read dialogue on shopping with correct intonation, pronunciation and expression.	
		Regatear	Marchander	*Negociar preferências*		
		Voy a pagar	Je vais payer	*Eu vou pagar.*	• *Students will simulate being in a shopping mall and will create signs highlighting what is sold in each establishment.*	
		Passive /Reflexive - Aquí se vende (n) - La tienda se abre/ se cierra a…	Passive /Reflexive - Ici on vend… - Le magasin s'ouvre/ se ferme à…	*Moedas (real, dólar americano)* *Passivo / Reflexivo* *-Vende-se aqui (n)* *A loja abre/ fecha às ...*		
3.	ask and respond to simple questions based on the need to acquire goods and services;	¿Es todo?/¿Algo más? Necesito/Quiero /quisiera…	C'est tout? Je voudrais …..	*Isso é tudo? / Mais alguma coisa?* *Eu preciso / quero / desejo . um par de sandálias e uma blusa*	• Teacher presents items that can be bought in different shops in the form of graphic stimuli.	Students will work in groups of two or three to develop and dramatise short dialogues about clearly outlined shopping scenes.
		un par de sandalias y una blusa	une paire de sandales et une chemise		• Teacher presents a series of dialogues depicting various shopping situations.	Marks will be allocated for correct pronunciation, intonation, spontaneity, appropriateness of response and correctness of structures and vocabulary.
		Es de cuero/ seda	C'est en cuir/ en soie	*É de couro / seda*		
		¿Cuánto es/son, cuesta (n)? ¿A cuánto sale la falda? ¿A cuánto salen los pantalones?	C'est combien? Ça coûte combien? La jupe Ça coûtent combien les chaussettes?	*Qual é o preço de...* *Quanto é / Quanto custa?* *Quanto custa a saia?* *Quanto custa a calça?*	• Students listen to, watch, practise and dramatise dialogues on different shopping scenes.	
		Cuesta(n) cincuenta bolívares	Ça coûte cinquante euros.	*Custa(m) cinquenta reais*	• *Students respond orally to questions based on shopping posed by other students.*	
		Tenemos zapatos de tenis Vaqueros, ponchos, gorras, sombreros	Nous avons des baskets, Un jean, un foulard, des casquettes, des bérets	*Temos tênis, botas, bonés, chapéus*	• Students will develop shopping	

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
	¿Qué número calza usted? Calzo el número 40 ¿Qué talla/tamaño lleva usted? chico (a)/ medio/ grande ¿Puedes prestarme diez dólares, por favor ¿Puede(s) ayudarme? ¿Puedo probármelo? ¿Dónde está el probador? Pagar en caja en efectivo con cheque El cambio Cambiar dinero Tarjeta de crédito La vuelta La moneda Un billete de veinte dólares	Quelle est votre pointure? Je chausse du 40 Vous faites quelle taille? petit(e), moyen(ne), grand(e) Tu peux me prêter dix dollars, s'il te plaît ? Tu peux/vous pouvez m'aider ? Je peux l'essayer ? Où se trouve la cabine d'essayage s'il vous plait ? Payer à la caisse En argent (liquide) Par chèque Le bureau de change Changer l'argent La carte de crédit Le change Une pièce Un billet de vingt dollars	*Que tamanho você calça?* *Meu tamanho é 40* *Qual é o seu tamanho? pequeno / médio / grande* *Você pode me emprestar dez reais, por favor?* *Pode me ajudar?* *Posso provar /experimentar?* *Onde está a cabine/o provador?* *Pagar no caixa* *em dinheiro* *com cheque* *O câmbio* *trocar dinheiro* *O cartão de crédito* *O troco* *A moeda* *uma nota de vinte reais* *parcelar/prestações*	lists after observing different graphic and written information. • Students will reassemble a jumbled dialogue about a shopping scene. • *Students role play entering a specific shopping environment and purchasing items using different forms of payment.*	

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	FRENCH	PORTUGUESE		
		Students should be able to:				
4.	express basic ideas and opinions about items in shops;	¡Qué chévere! Es una ganga. Este vestido es caro/barato/rebajado. Ese zapato no está de moda. Este zapato es de última moda. Me gustan los zapatos con/ sin tacones altos/bajos. ¿Qué te parece (n)? No es mi, calzado/tamaño/talla. No sirve / no funciona/ está roto/(a) Me queda (n) bien ¡Qué bueno / malo, horrible, maravilloso, estupendo!	Super! Génial! Cette robe est chère/ bon marché/rabais Ces chaussures ne sont pas à la mode/ sont à la mode. J'aime les chaussures à talons hauts / bas. Qu'est-ce que tu en penses? Ce n'est pas ma pointure/taille. Ça ne fonctionne pas/ Ça ne marche pas/ c'est cassé(e)/ c'est en panne Ça me va bien Que c'est bon/ mauvais/ horrible/formidable/ super!	***Que legal!*** *É uma pechincha.* *Este vestido é caro / barato / tem desconto.* *Esse sapato não está na moda.* *Este sapato está na moda.* *Eu gosto de sapatos com / sem saltos altos /baixos* *O que você(s) acha(m)?* *Não é meu/minha, sapato / tamanho/ altura.* *Não adianta / não dá/ não funciona / está quebrado(a)* *É meu tamanho* *Ele/ela me cai/serve bem* *Que bom, mal, horrível, maravilhoso, estupendo!*	• *Students speak for 2-3 minutes on their favourite shop.* • *Students engage in expressing opinions on articles of clothing.* • *Students discuss price / quality / colour / size of clothing items.*	Listen to two selections, taped or read, of persons out shopping, sharing opinions on the quality, the price and the suitability of items. Respond to the questions posed. *Students will express opinion about the quality/price of an online product that they desire to purchase.* Marks will be allocated for comprehension and production.

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
5. (a) read and respond to graphic stimuli, for example signs in a shopping situation;	Entrada, Salida ¡Ofertas! ¡Rebajas!/ ¡venta! Está en venta Ropa para niñitos damas/caballeros ¡Descuento de 10 por ciento! ¡Descuento en todo!	Entrée, Sortie Promotion! Remises! En solde! en vente Vêtements pour enfants femmes/hommes Remise de 10 pour cent! Remise sur tout le magasin!	*Entrada, saída* *Ofertas!* *Promoção! / à venda!* *Ele está à venda* *Roupas para crianças* *mulheres/homens* *Desconto de 10 por cento!* *Desconto em tudo!*	• Teacher presents a series of signs, announcements or instructions in writing and in the form of graphic stimuli. Teacher models the responses. • Teacher provides pictorial examples of persons responding to signs.	Students listen to announcements, directions or instructions related to shopping and answer questions set on them. Marks will be allocated for comprehension.
(b) listen to or read *simple* instructions, *directions* or announcements related to shopping and perform tasks as suggested by these instructions, *directions* or announcements;	Para discos compactos celulares y portátiles pasen por favor al piso dos	Pour disques compacts, cellulaires et (ordinateurs), portables, Montez au deuxième étage	*Para CDs e celulares, por favor, vá ao segundo andar.* *Direção e localização* *aqui, ali, lá, em cima, em baixo, frente, fundo, ao lado*	• Teacher presents dialogues or recordings or videos depicting scenes where persons request, receive and respond to specific information, *directions* or instructions. • Students follow given instructions, *directions* and signs erected in the classroom and around the school. • Teacher presents advertisements in graphic form, such as posters, videos, presentations, to students for discussion. • In groups, students create advertisements about sales, and bargains.	Teacher presents two advertisements relating to shopping and students respond to questions asked. Marks will be allocated for comprehension.
	¿Para ir a la zapatería? Todo derecho y doble a la izquierda/derecha	Pour aller aux magasins des chaussures? Tout droit et tournez à droite/gauche	*Por favor, como chego/se chega à sapataria?* *Continue reto e depois vire à esquerda/direita*		
	¡Empuje/ Tire!	Poussez/ Tirez!	*Empurre/puxe!*		
	No tocar!	Ne pas toucher!	*Não toque!*		
	Prohibido comer	Interdit de manger	*Proibido comer*		
	Compra uno y llévate otro gratis	Achetez 1, recevez 1 gratuit / Deux pour le	*Compre um e leve outro grátis*		

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH	PORTUGUESE		
	Students should be able to:				
		prix d'un / Achetez un, le deuxième est offert		• In groups, students create signs normally found in shopping areas.	
		Imperative Use of infinitive	*Imperativo* *Infinitivo como imperativo*		
		Regular and Irregular Imperatives (Familiar and Polite)	*Regular and Irregular Imperativos (familiar and formal)*		
		Paie/Payez cent euros chaque mois.	*Pague/paguem cem reais a cada mês*		
		Essaie/Essayez – le/la/les	*Experimentá-lo*		

SCHOOL-BASED ASSESSMENT

(i) Reading and dramatization of dialogues – 10 marks
(ii) Composition of e-mails, facsimiles or text messages – 10 marks **Total – 20 marks**

GENERIC TASK

(i) Reading and dramatisation of dialogues – 10 marks

Skill tested: Reading

Students will be required to read the parts of two persons in each dialogue distributed by the teacher. One pair of students will dramatise the roles of the two speakers. The dialogues will be based on shopping activities.

Students will be scored on their ability to read with correct pronunciation, intonation and expression.

(ii) Composition of e-mails, facsimiles or text messages - (10 marks)

Skill tested: Writing

Students will be required to compose an e-mail, facsimile or text message in the foreign language to a friend, dealing with shopping activities. This should include five clear pieces of information about the activities.
Allocation of marks: Writing – 10 marks

Marks will be allocated for a written message that communicates the essential facts correctly. The message must clearly and appropriately communicate the information and be written in correct language.

Section 1- Example

Reading and dramatisation of dialogues (10 marks)

INSTRUCTIONS: The teacher will select pairs of students and distribute one card with the dialogue written on it to each student. Students will be given 10 minutes to read and prepare dialogues. Each pair of students will then act out the dialogue in front of the class.

KEY – FRENCH		KEY – PORTUGUESE	KEY - SPANISH	
L'employée:	Bonjour, mademoiselle. Puis-je vous aider?	***Funcionária: Bom dia, senhora. Em que posso ajudá-la?***	Empleada:	Buenos días, señorita. ¿En qué puedo servirle?
Claudette:	Bonjour, madame. Je cherche une paire de chaussures. Je *chausse/fais du trente-huit.*	*Marta: Bom dia, senhora. Estou procurando um par de sapatos, tamanho trinta e oito.*	Marta:	Muy buenos días, señora. Busco un par de zapatos, número seis.
L'employée:	Que c'est bien ! Suivez-moi par là. Nous avons beaucoup de jolies chaussures pour femmes.	*Funcionária: Ótimo! Venha comigo. Temos muitos sapatos bonitos para senhoras.*	Empleada:	¡Qué bien! Sígame por aquí. Tenemos muchos zapatos muy bonitos para damas.
Claudette:	Je voudrais voir ces chaussures-là avec talons.	*Marta: Eu quero ver esses sapatos marrons com saltos altos.*	Marta:	Quiero ver esos zapatos marrones con tacones altos.
L'employée:	Elles sont très jolies, n'est-ce pas? Vous pouvez les essayer si vous voulez.	*Funcionária: Eles são muito bonitos, não são? Pode experimentá-los, se quiser.*	Empleada:	Son muy preciosos, ¿no? Puede probárselos si quiere.
Claudette:	D'accord. … Elles me vont très bien. Ça coûte combien?	*Marta: Certo. Cai muito bem em mim. Quanto custa?*	Marta:	De acuerdo. … Me quedan muy bien. ¿Cuánto cuestan?
L'employée:	Cinquante euros. Elles ne sont pas *du tout chères*.	*Funcionária: Duzentos reais. Eles têm preço ótimo!*	Empleada:	Dos mil bolívares. Son muy baratos.
Claudette:	Bien, je les prends. Merci, madame.	*Marta: Bem, eu vou levá-los. Obrigada, minha senhora.*	Marta:	Bueno, me los llevo. Gracias, señora.
L'employée:	A votre service. Passez à la caisse.	*Funcionária: Às suas ordens. Pode passar no caixa.*	Empleada:	A su orden. Pase a la caja.
Claudette:	Merci. Vous êtes très gentille.	*Marta: Obrigada. A senhora é muito gentil.*	Marta:	Gracias. Es usted muy amable.

Section 2 – Example – E-mail; Facsimile; Text message (10 marks)

Write an e-mail to your friend in which you make specific plans for shopping for a celebration. Please ensure that you include at least five details of the shopping plans for the celebration.

You should identify:

- *Where (town, mall, etc.) and why (great variety/cheap)*
- *What needs to be bought*
- *When (time and day)*
- *Who is being invited*

You must communicate the information or message clearly. Your message must not exceed 100 words.

KEY - FRENCH

Salut Marie,

Qu'est-ce que tu fais samedi après-midi ? Viens en ville avec moi. Je vais chercher des provisions et du linge pour le zouk d'anniversaire de Marie-France, ma petite sœur, la semaine prochaine. Bien sûr, je vais acheter de la glace au chocolat parce que c'est ma préférée. Je voudrais un pantalon et une chemise modernes. Aussi, je dois acheter des cadeaux pour ma sœur. Nous pouvons aller au centre commercial car il y a une grande variété de choses là-bas. Tu sais bien que nous nous amusons bien ensemble en ville. Qu'est-ce que tu en penses ?

Réponds-moi bientôt.
Jacqueline

KEY – PORTUGUESE

O que você vai fazer neste fim de semana? Venha para a cidade comigo! Vou fazer algumas compras de comida e roupas para a festa de aniversário da Marta, minha irmã mais nova, na próxima semana. Claro, eu vou comprar sorvete de chocolate, porque é o meu favorito. Gostaria de comprar uma calça e uma blusa da moda. Além disso, eu tenho que comprar alguns presentes para minha irmã. Podemos ir ao shopping, porque há uma variedade de coisas lá. Você sabe que nós sempre passamos um ótimo tempo juntas na cidade. O que você acha?

Me responde logo,

Alicia

compo

KEY - SPANISH

Hola María:

¿Qué haces este fin de semana? ¡Ven a la ciudad conmigo! Voy a buscar unos comestibles y ropa para la *fiesta de* cumpleaños de Marta, mi hermana menor, la semana que viene. Claro, voy a comprar helado de chocolate porque es mi preferido. Me gustaría comprar un pantalón y una blusa de moda. También, tengo que comprar unos regalos para mi hermana. Podemos ir al centro comercial porque *hay una* gran variedad de cosas allí. Ya sabes que lo pasamos muy bien juntas en la ciudad. ¿Qué te parece?

Contéstame pronto.
Alicia

MARKING CRITERIA – 20 Marks

Section 1 - Reading and Dramatisation of dialogues – 10 Marks

Marks will be awarded for the ability of students to read with correct pronunciation, intonation and phrasing.

1. Students will read the part of one person participating in a dialogue.
2. Marks will be allocated as follows:

RATING	***ASSESSMENT CRITERIA***
	Reading
Excellent (9- 10)	Excellent pronunciation and fluency; correct intonation and phrasing.
Very Good (7-8)	Generally correct pronunciation; occasional incorrect phrasing and intonation; fluent delivery.
Good (5-6)	Shows knowledge of the sound system but makes a few errors in pronunciation of some sounds and/or stress; can still be understood.
Satisfactory (3-4)	Breaks the sense of the passage, suggesting inadequate comprehension; is difficult to understand.
Minimal (2)	Stumbles a lot; many errors of pronunciation and intonation; cannot be readily understood.
Poor (0-1)	Too many errors: may be ungradable.

Section 2 – Composition of e-mails, facsimiles *and text messages* – 10 marks

Marks will be awarded for the ability of students to produce five essential elements that communicate the message clearly, appropriately and correctly in e-mails, facsimiles or texts.

Rating	**Appropriateness and Correctness of Language**
Excellent (10)	Includes all elements Communicates clearly with a wide and varied range of vocabulary and grammatical structures. May have minor errors.
Very Good (8-9)	May include 4-5 elements .Communicates clearly with a very good range of vocabulary and grammatical structures. May have minor errors.
Good (6-7)	May include 3 or more elements Communicates fairly well with reasonable vocabulary and grammatical structures. May have more noticeable errors.
Satisfactory (4-5)	May include 2 or more elements Communicates in a limited manner. Limited vocabulary and grammar. May have some redeeming features.
Minimal (2-3)	May include 1 or more elements Communicates disjointedly; lacks coherence; many inaccuracies in vocabulary and grammar.
Poor (0-1)	No element included Message not communicated or barely comprehensible

♦ MODULE 5: WATCH ME GROW

This Module contains the topics:

(a) Professions and Occupations;

(b) Future plans;

(c) Travel.

♦ GENERAL OBJECTIVES

On completion of this *syllabus,* students should *be able to*:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;

2. *communicate orally and in writing in* French, *Portuguese* and Spanish *about everyday situations;*

3. understand material written in French, *Portuguese* and Spanish on topics relevant to their lives and experiences;

4. develop an appreciation for language and culture in their personal lives and the lives of native French, *Portuguese* and Spanish speakers of the Caribbean *and the wider Americas*;

5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French, *Portuguese* and Spanish for further study and the world of work.

Module 5 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
	(a) Professions and occupations				
1. (*a*) *identify career choices;*	el médico / La médica el enfermero / la enfermera el policía el piloto la azafata	le médecin l'infirmière l'agent de police/le gendarme le pilote l'hôtesse de l'air	*o médico / a médica* *o enfermeiro/a enfermeira* *o/a policial* *o piloto* *a aeromoça (o comissário de bordo)*	• Teacher will review different professions and then conduct brainstorming sessions with students to find out what they think about these professions.	Students will be given a series of photographs depicting persons in various professions. The students will then match the photograph to the professions given in the series.
	el abogado / el profesor / el secretario/ La secretaria El contable/el contador El gerente El hombre de negocio El programador	l'avocat le / la professeur (e) le/la secrétaire le comptable le cadre/le gérant homme d'affaires le programmeur	*o advogado / a advogada* *o professor / a professora* *o secretário / a secretária* *o/a contador(a)* *o/a gerente* *o empresário/a empresária* *o programador / a programadora*	• Match career with description in French, Portuguese or Spanish, for example: *Je prends le micro et je commence à chanter; Eu pego o microfone e começo a cantar; Tomo el micro y empiezo a cantar*.	*Marks will be allocated for comprehension and production.*
(*b*) *provide and request information orally and in writing about careers and professions;*	¿Cómo se gana usted la vida...?	Comment est-ce que vous gagnez la vie?	*O que você faz? / Como você ganha a vida?*	• *Students will be given a number of professions in written and graphic forms such as flashcards, posters and video presentations, accompanied by wrongly sequenced, short descriptions of these occupations. Students will match the descriptions to the graphics and written words.*	
	¿Cuál es la profesión de .... ?	Quel est le métier de ton/ta...?	*Qual é o trabalho de...?*		
	¿En qué trabaja tu...?	Quelle est ta profession?	*Qual é a sua profissão/o seu trabalho?*		
	¿Dónde trabaja tu papá/ mamá? Trabaja en el hospital/ en la comisaría/en el aeropuerto/ en una escuela/en una oficina	Où travaille ton père/ ta mère? Il / elle travaille à l'hôpital/ au commissariat/à l'aéroport/dans une école/dans un bureau	*Onde trabalha o seu pai / a sua mãe?* *Ele/Ela trabalha no hospital / na delegacia / no aeroporto / em uma escola / em um escritório*	• *Students are encouraged to research vocabulary on specific careers in the market of the target language, for example, journalism and football in Brazil.*	
	Soy atleta/artista/médico				

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
(c) *listen, read and understand interviews and conversations related to various s and occupations.*	Es un artista famoso. ¿Qué haces en tu trabajo? Enseñar Cuidar a/ de Reparar computadoras Teclear / Escribir a máquina	Je suis athlète/ artiste/ médecin C'est un artiste célèbre. Qu'est-ce que tu fais dans ton métier ? Enseigner S'occuper de Réparer les ordinateurs Taper	*Sou atleta / artista / médico.* *É um artista famoso.* *O que você faz no seu trabalho?* *Ensinar* *Cuidar de* *Consertar computadores* *Digitar*	• *Students are encouraged to conduct an interview (in English) with professionals in a target career, and then describe that career in the target language to their peers.*	
2. *express basic ideas and opinions about various professions and occupations;*	¿Cómo es el trabajo? ¿Qué piensas de tu trabajo? ¿Qué profesión te gusta más? En mi opinión Para mí Paga bien(mal) El salario es bueno Es interesante/ exigente Tiene aspectos malos Tener que + inf.	Comment est le travail? Que penses-tu de ton métier? Quel métier préfères-tu? A mon avis Pour moi C'est bien /mal payé Le salaire est bon C'est intéressant/fatigant Exigeant Il y a des aspects mauvais Devoir + inf.	*Como é o trabalho?* *O que você acha do seu trabalho?* *Qual profissão você prefere?* *Na minha opinião* *Para mim* *É bem / mal pago.* *O salário é bom.* *É interessante / cansativo / exigente.* *Há aspectos ruins.* *Ter que + inf.*	• Role play – Students will pretend to be doctors or singers and be interviewed on radio or television. Groups will make up interview *schedules* and suggest answers. • *Teacher will play short selection(s) in which different people give opinions about their careers or the careers of others. Students will respond to questions posed on these selections.* • *Students will imagine they are actors, nurses, teachers or bankers, and give their opinions of these professions.* • *The teacher will review and provide additional expressions used in speaking and writing*	Students will listen to short selections in which persons are interviewed about their jobs. They will then respond to questions asked about the selections. *Marks will be allocated for comprehension.*

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
				providing explanations as necessary.	
3. *(a) talk and write in a simple manner about future plans;*	¿Qué planes tienes para el futuro? ¿Qué vas a hacer después de terminar los estudios?	Quels sont tes projets pour l'avenir? Qu'est-ce que tu vas faire après les études ?	*Quais são os seus planos para o futuro?* *O que você vai fazer depois de se formar na escola?*	• *Students will respond orally to varied questions pertaining to their plans for the future.*	*Students will participate in a brief interview in which they respond to questions about their plans for the future.*
(b) *listen, read and understand interviews and conversations related to future plans.*	¿Qué quieres hacer en el futuro? Quiero casarme Quiero hacerme Quiero continuar los estudios Voy a ser/ hacerme ¿Qué quieres ser/hacerte? ¿En qué carrera/profesión piensas? Quiero ser carpintero músico ingeniero	Qu'est-ce que tu veux faire à/dans l'avenir ? Je veux me marier… Je veux devenir Je veux continuer les études. Je vais être/devenir … Qu'est-ce que tu veux faire dans la vie/comme métier? Je voudrais devenir/être charpentier musicien ingénieur	*O que você quer fazer no futuro?* *Eu quero me casar.* *Quero tornar-me ...* *Eu quero continuar os meus estudos* *Eu vou ser/ vou me tornar* *O que você quer ser/tornar-se?* *O que você quer fazer na vida/como profissão?* *Eu gostaria de ser/ tornar-me* *carpinteiro* *músico* *engenheiro*		Marks will be allocated for correct pronunciation, intonation, spontaneity, appropriateness and correctness of expression and vocabulary.

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
		(b) *Travel*				
4.	*identify and give information about different modes of transportation;*	¿Cómo vas/viajas…..? En carro/ avión/ bicicleta/ camioneta/ autobús/ metro/ a pie	Comment vas-tu à? En voiture/en avion à bicyclette/à vélo en autobus/en car/par le train/en métro/ à pied	*Como você viaja/anda/se desloca?* *De carro / de avião / de bicicleta / de ônibus / de trem / de metrô / caminhando, a pé*	• Teacher uses graphic organisers to create discussion on modes of transportation. • Students will match vocabulary related to modes of transportation to photographs or pictures presented.	Create mini-dialogues between travel agent and traveller by telephone. Marks will be allocated for correct pronunciation, intonation, spontaneity and correctness of structures and vocabulary.
5.	*ask and respond to simple requests about travel arrangements;*	La agencia de viajes Quiero comprar/ reservar. Ir de vacaciones Estar de vacaciones Estar en el extranjero Viajar/ir al extranjero el equipaje/ la maleta el billete/ el boleto de ida/ de ida y vuelta. ¿Cuánto cuesta el pasaje/billete/boleto? ¿A qué país viajas? Voy a visitar….	L'agence de voyage Je veux/voudrais acheter/réserver Partir en vacances Etre en vacances Etre/ aller à l'étranger Voyager /aller Les bagages/ la valise Le billet aller simple/ aller-retour Ça coûte combien / C'est combien le billet (d'avion)? Tu voyages à quel pays? Je vais visiter….	*A agência de viagens* *Gostaria de comprar / fazer uma reserva para* *Saindo de férias* *Estar de férias* *Estar no estrangeiro* *Viajar/ir ao estrangeiro (ao exterior)* *A bagagem / a mala* *A passagem de ida e volta* *Quanto é a passagem (aérea)?* *Você viaja para qual país?* *Eu vou visitar….*	• Teacher presents graphic stimuli (video, pictures) depicting a scene at a travel agency and discusses it with students. • Students role play making reservations at a travel agency. • Students make a list for items needed for a trip or picnic. • Students fill out an immigration form. • Students fill out a hotel check-in form. • *Students respond to questions based on travel schedule.*	Working in groups of two, students create dialogue discussing holiday plans, including preferences for destinations. Marks will be allocated for appropriateness and correctness of structures and vocabulary.

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
		¿Cuándo sales/regresas? El primero de abril	Quand est-ce que tu pars/ rentres? Le premier avril	*Quando sai de / volta para casa?* *Em primeiro de abril*		
		¿Qué necesitas para viajar? Necesito… tarjeta de inmigración, un pasaporte, un visado, una visa	Qu'est-ce qu'il faut pour voyager? Il faut… une fiche/ formule d'immigration, un passeport, un visa	*O que você precisa para viajar?* *Precisa de ...* *um formulário de imigração, um passaporte,* um visto		
		¡Buen viaje! Divertirse/ Pasarlo bien/mal	Bon voyage S'amuser bien	Boa viagem! Divertir-se Curtir a viagem/fazer boa viagem		
		¿Qué tiempo hace? Hace sol/viento Hace buen /mal tiempo Hace frío/ calor. Está lloviendo. Hay nubes	Quel temps fait-il? Il fait du soleil/ du vent Il fait beau/ mauvais/ froid/ chaud Il pleut Il y a des nuages	Como está o tempo? Faz sol/está ventando Faz bom tempo/faz mau tempo/faz frio/calor Está chovendo Está nublado		
		La estación de lluvias La estación seca el invierno la primavera el verano el otoño	La saison des pluies La saison sèche L'hiver le printemps l'été l'automne	Estação das chuvas Estação seca O inverno A primavera O verão O outono		
6.	*listen or read and respond*	¿A qué hora sale/llega el vuelo?	A quelle heure part /arrive le vol?	*A que horas sai / chega o voo?*	• Teacher presents short notices with information regarding traffic	

SPECIFIC OBJECTIVES	CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	**FRENCH**	***PORTUGUESE***		
	Students should be able to:				
appropriately to short announcements, notices or sentences related to travel;	La salida/la llegada es a …	Le départ/l'arrivée c'est à …	*A partida/ a chegada é às*	situations and students respond to questions posed. • Students work in groups to create instructions or notices which may be seen or heard in different places or situations relating to travel.	
	¿Cuál es el número del vuelo?	Quel est le numéro du vol?	*Qual é o número do voo?*		
	Puerta (de embarque) número….	Porte (d'embarquement) numéro	*Portão (de embarque/ desembarque) número…*		
	El vuelo a … El vuelo de … Es un vuelo directo	Le vol vers Le vol de C'est un vol direct	*O voo para* *O voo de* *É um voo direto*		
	Es un vuelo con escala en …	C'est un vol qui fait escale	*É um voo com escala em*		
	Prohibido fumar/utilizar teléfonos celulares/ buscadores personales/ aparatos electrónicos	Interdit de stationner Défense de fumer/d'utiliser des portables /des beepers / des appareils électroniques	*Proibido estacionar* *Proibido fumar / o uso de celulares / aparelhos eletrônicos*		
	hay mucho tráfico por la carretera/la calle/ la autopista	Il y a beaucoup de circulation dans la rue/la route	*Há muito trânsito na rua / na estrada.*		
	tráfico lento a causa de obras/un accidente	Trafic ralenti à cause des Travaux /d'un Accident	*Trânsito lento por causa de obras / um acidente*		
	Prohibido aparcar	Interdit de stationner	*Proibido estacionar*		
	Velocidad máxima	Limitation de vitesse	*Limite de velocidade*		
		Danger	*Perigo*		

SPECIFIC OBJECTIVES		CONTENT			SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
		SPANISH	**FRENCH**	***PORTUGUESE***		
		Students should be able to:				
		Peligro *los semáforos no funcionan*	Les feux (rouges) ne marchent pas	*O semáforo / o sinal /o farol / a sinaleira não funciona*		
7.	express preferences in the area of travel.	Prefiero/Me gustaría ir a/viajar	Je préfère/Je voudrais aller/voyager	*Eu prefiro / Eu gostaria de ir / viajar*	• Teacher presents mini-dialogues or video or discussions on travel destinations. • Students express preferences for time of travel and destination. • Students research or use the Internet to find their perfect vacation spot and speak or write about it.	Create dialogue between two students discussing holiday plans, including preferences for destination. **Marks will be allocated for appropriateness and correctness of structure and vocabulary.**
		En/ Por la mañana/tarde/noche	Le matin Le soir	*A manhã* *A noite*		
		El fin de semana	En fin de semaine le week-end	*No fim de semana* *O fim de semana*		
		El lunes/el martes	lundi, mardi	*segunda-feira,terça-feira...*		
		Durante las vacaciones de *invierno, primavera, verano, otoño*	Pendant les vacances de …	*Durante as férias de ... inverno, primavera, verão, outono*		
		El seis de mayo/junio	Le six mai/juin	*O seis de maio/junho*		
		Cómodo(a)/ rápido(a)/ barato(a)/ caro(a), bonito(a)	Confortable/rapide / bon marché/cher(e)/ joli(e)	*Confortável, rápido(a), barato(a), caro(a), bonito(a)*		
		Lugares de interés Tengo amigos/parientes allí Me gusta ir de compras	Endroits d'intérêt J'ai des amis/des proches là-bas/de la famille J'aime faire des achats	*Locais de Interesse* *Eu tenho amigos / parentes / família lá /* *Eu gosto de fazer compras.*		

SCHOOL-BASED ASSESSMENT

GENERIC TASK

Conversation – 30 marks

Skills tested: Listening and Speaking

The teacher will conduct oral interviews with each student. Students will respond to TEN (10) questions (out of a set of 25 questions prepared by the teacher). Topics will be based on all five Modules of the syllabus.

Allocation of marks: Listening - 10 marks; Speaking - 20 marks

Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity, as well as expression.

Conversation (30 marks)

The sample questions that follow are simply to guide the teacher.

Conversation (30 marks)

Sample questions

This examination should be between 8 to 10 minutes. The questions will be prepared by the teacher. The conversation will be allocated 30 marks: ten (10) marks for listening and (20) marks for speaking. Each student will respond to TEN questions (two questions must be taken from each Module). The examination should start with a few warm up questions

French

Warm-up questions

1. Comment t'appelles-tu?
2. Comment ça va?

Module 1

1. Quel âge as-tu?
2. Où habites-tu?
3. Décris ta soeur/ton frère.
4. Quels bâtiments y a-t-il dans ton quartier?

Module 2

1. Combien de matières étudies-tu ?
2. Dis-moi deux matières que tu étudies ?
3. En général, à quelle heure est-ce que tu te lèves ?

Module 3

1. Qu'est-ce que tu aimes faire quand tu es libre / as du temps ?
2. Tu pratiques quel sport?
3. Qu'est-ce que tu aimes manger ?

Module 4

1. Qu'est-ce que tu préfères acheter comme vêtements ?
2. Quand est-ce que tu fais les courses ?/Quand vas-tu faire les courses ? Pourquoi?
3. Qu' est-ce que tu aimes acheter ?

Module 5

1. Quel est le métier de ton père/ta mère ?
2. Où est-ce que tu voudrais aller pendant les grandes vacances ?
3. Quel temps fait-il?

Portuguese

Warm-up questions

1. *Como você se chama?*
2. *Como vai?*

Module 1

1. *Quantos anos você tem?*
2. *Onde você mora?*
3. *Descreva sua irmã/seu irmão.*
4. *Que tipo de prédio há em seu bairro?*

Module 2

1. *Quantas matérias você estuda?*
2. *Diga-me duas matérias que você estuda?*
3. *Em geral, a que horas você se levanta/acorda?*

Module 3

1. O que você gosta de fazer em seu tempo livre?
2. Qual esporte você pratica?
3. O que você gosta de comer?

Module 4

1. Qual tipo de roupas você gosta de comprar?
2. Quando você faz as suas compras e por quê?
3. O que você gosta de comprar?

Module 5

1. Qual é a profissão do seu pai/da sua mãe?
2. O que você gostaria de fazer durante as férias?
3. Como está o tempo?

Spanish

Warm-up questions

1. ¿Cómo te llamas?
2. ¿Cómo estás?

Module 1

1. ¿Cuántos años tienes?
2. ¿Dónde vives?
3. ¿Cómo es tu hermano(a).
4. ¿Qué edificios hay en tu barrio?

Module 2

1. ¿Cuántas asignaturas estudias?
2. Dime dos asignaturas que estudias.
3. Generalmente, ¿a qué hora te levantas?

Module 3

1. ¿Qué te gusta hacer en tu tiempo libre?
2. ¿Qué deportes practicas?
3. ¿Qué te gusta comer?

Module 4

1. ¿Qué tipo de ropa prefieres comprar?
2. ¿Cuándo vas de compras? ¿Por qué?
3. ¿Qué cosas te gusta comprar?

Module 5

1. ¿Cuál es la profesión de tu papá/mamá?
2. ¿Adónde quieres ir en el verano?
3. ¿Qué tiempo hace?

MARKING CRITERIA

Students will be awarded marks for their ability to communicate the message clearly, fluently and appropriately. Marks will be awarded as follows.

RATING	ASSESSMENT CRITERIA	
	Speaking (20 marks)	**Listening (10 marks)**
Excellent	(18-20) Responds very appropriately and fluently; correct expression and wide and varied vocabulary.	(9-10) Comprehends all questions; answers readily.
Very Good	(15 -17) Responds very appropriately and fluently; correct expression with occasional inaccuracy, and wide and varied vocabulary.	(7-8) Comprehends most questions fully; answers with minimal hesitation.
Good	(12-14) Responds appropriately to most questions with a good level of fluency; some inaccuracies in expression; has a good range of vocabulary.	(5-6) Comprehends many questions fully; answers with occasional hesitation.
Satisfactory	(8-11) Responds appropriately to some questions with a fair level of fluency; limited range of vocabulary.	(3-4) Comprehends fewer than half of the questions asked; marked hesitation before answering.
Minimal	(4-7) Has difficulty in responding to most questions; lacks fluency and coherence.	(2) Comprehends few questions; answers with great difficulty; requires frequent repetition.
Poor/Weak	(0-3) Does not respond at all or responds to most questions with great difficulty and in a disjointed manner. No or limited vocabulary and expression.	(0-1) Comprehends no questions or few questions; provides no response or answers with great difficulty.

♦ LEARNING GRID

CURRICULUM LEARNING GRID							
KEY COMPETENCY	**Ref. No.**	**Key skills and abilities** Learners will be able to:	**Subjects of the Curriculum**				
			Eng.	**Mod. Lang.**	**Maths.**	**Int. Sc.**	**Soc. Stud.**
Ability to communicate orally and in writing	Eng. 1	▪ communicate information, orally and in writing	●	√	√	√	√
	Eng. 2	▪ read and interpret information at the literal and inferential levels	●	√	√	√	√
	Eng. 3	▪ evaluate information read and viewed	●	√	√	√	√
	Eng. 4	▪ source relevant information	●	√	√	√	√
	Eng. 5	▪ respond appropriately to information read and viewed	●	√	√	√	√
	Eng. 6	▪ write appropriately for a variety of purposes	●	√	√	√	√
Mathematical Literacy	Maths. 1	▪ add, multiply, subtract and divide			√		
	Maths. 2	▪ use calculator to perform basic mathematical operations			●	√	√
	Maths. 3	▪ convert fractions to percentages and percentages to fractions			●		
	Maths. 4	▪ calculate profit, loss, percentage profit or loss, discount and discount price, instalment and deposit			●		
	Maths. 5	▪ calculate the amount of an investment after a period of time			●		
	Maths. 6	▪ determine the cost of posting letters and parcels, locally, regionally and globally			●		
	Maths. 7	▪ convert major international currencies into local and regional currencies			●		
	Maths. 8	▪ calculate salaries and commissions			●		
	Maths. 9	▪ calculate utility bills			●	●	
	Maths. 10	▪ complete income tax forms			●		
	Maths. 11	▪ make and use tally charts			●	√	●
	Maths. 12	▪ extract information from pictographs, bar charts and frequency tables			●	√	●

CURRICULUM LEARNING GRID							
KEY COMPETENCY	**Ref. No.**	**Key skills and abilities** Learners will be able to:	**Subjects of the Curriculum**				
			Eng.	**Mod. Lang.**	**Maths.**	**Int. Sc.**	**Soc. Stud.**
Mathematical Literacy (cont'd)	Maths. 13	▪ determine range, mean, median and mode			●	●	
	Maths. 14	▪ use data to make predictions			●	●	●
	Maths. 15	▪ estimate the size of standard units of length and mass			●	●	
	Maths. 16	▪ make reasonable estimates of areas and volumes			●	●	
Ability to function in a foreign language	Mod. Lg. 1	▪ convert short, meaningful conversation into French or *Portuguese* or Spanish		●			
	Mod. Lg. 2	▪ respond appropriately to brief instructions given in French *or Portuguese* or Spanish		●			
	Mod. Lg. 3	▪ read, understand and respond appropriately to material written in French *or Portuguese* or Spanish		●			
	Mod. Lg. 4	▪ have meaningful dialogue with a native speaker of French *or Portuguese* or Spanish		●			
Science Literacy	Int. Sc. 1	▪ use appropriate equipment to measure length, weight, density, volume and temperature			●	●	
	Int. Sc. 2	▪ observe precautions related to the use of drugs				●	●
	Int. Sc. 3	▪ observe precautions related to diseases including sexually transmitted diseases				●	√
	Int. Sc. 4	▪ take care of bodily organs including skin, breast, testes, lungs and teeth				●	√
	Int. Sc. 5	▪ adhere to a nutritionally- balance diet				●	√
	Int. Sc. 6	▪ care for the natural environment				●	√
Social and citizenship skills	Soc. St. 1	▪ cope with stressful situations					●
	Soc. St. 2	▪ behave in a socially-acceptable manner					●
	Soc. St. 3	▪ use strategies to manage conflict					●
	Soc. St. 4	▪ differentiate between fact and opinion					●
	Soc. St. 5	▪ relate positively to family, friends and groups					●
	Soc. St. 6	▪ conduct a healthy life-style				√	●
	Soc. St. 7	▪ cope with domestic and social problems					●
	Soc. St. 8	▪ apply for a job or create a business					●

CURRICULUM LEARNING GRID							
KEY COMPETENCY	**Ref. No.**	**Key skills and abilities** Learners will be able to:	**Subjects of the Curriculum**				
			Eng.	**Mod. Lang.**	**Maths.**	**Int. Sc.**	**Soc. Stud.**
Social and citizenship skills (cont'd)	Soc. St. 9	▪ complete all types of forms including job application forms	●		●		●
	Soc. St. 10	▪ interpret and use information pertaining to the rights and responsibilities of workers					●
	Soc. St. 11	▪ observe desirable consumer practices			●		●
	Soc. St. 12	▪ contribute to national goals and aspirations					●
	Soc. St. 13	▪ prepare a budget	√		√		●
	Soc. St. 14	▪ cope with changes brought about by globalization and trade liberalization	√				●
	Soc. St. 15	▪ cope with peer pressure resulting from the youth culture					●
Technological Literacy	TL 1	▪ use modern technologies to conduct research and solve problems	√	√	●	●	●
	TL 2	▪ use modern technologies to conduct consumer transactions			●		●
	TL 3	▪ use computer technology to access and evaluate information	●	●	●	●	●
	TL 4	▪ cope with the changes brought along by the use of new technologies in medicine, agriculture, transportation, manufacturing, energy and communication	√	√	√	●	●

KEY TO GRID

Eng = English; Mod. Lang. = Modern Languages; Maths. = Mathematics; Int. Sc. = Integrated Science; Soc. Stud. = Social Studies; TL = Technological Literacy
● indicates the subject that specifically engages the learner in the development of the competency
√ indicates the related subjects that engage the learner in the development of the competency

Western Zone Office
24 April 2015

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Certificate of Secondary Level Competence®
CCSLC®

MODERN LANGUAGES

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Key:

French
Part A Listening Comprehension
Listening and Reading

Spanish
Part A Listening Comprehension
Listening and Reading

Portuguese
Listening Comprehension
Part A Listening Comprehension
Part B Reading Comprehension

TEST CODE **05122010 - TS**

FORM 05122010 – TS/SPEC

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE

SPECIMEN PAPER

FRENCH

PART A – LISTENING COMPREHENSION

TEACHER'S SCRIPT

40 minutes

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SECTION I

PART A

LISTENING COMPREHENSION

40 minutes

SECTION I

Instructions: In this section you will hear a single statement or question followed by FOUR responses. The statement/question and responses will be read twice. Choose the response that corresponds to the picture in your test booklet. Then, shade the corresponding space on your answer sheet. For example,

You see:

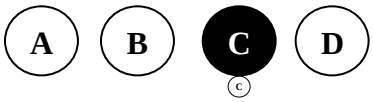


You hear:

Que fait Marie pendant l'été?

(A) Elle ne fait rien.
(B) Elle visite le gratte-ciel.
(C) Elle va à l'étranger cette année.
(D) Elle va à l'aéroport comme d'habitude.

Sample Answer



The correct answer is option (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture, then listen to the statement or question based on it.

1. Qu'est-ce que Marcel fait tous les samedis? Il … (15 seconds)

(A) va au cinéma
(B) coupe les cheveux
(C) parle avec ses amis
(D) rend visite à ses amis

(Repeat the reading.)

GO ON TO THE NEXT PAGE

2. Qu'est-ce qu'elle aime faire quand elle est libre? (15 seconds)

(A) Elle ne fait rien.
(B) Elle regarde l'ordinateur.
(C) Elle aime surfer sur Internet.
(D) Elle aime jouer avec le clavier.

(Repeat the reading.)

3. Pierre dit à sa mère … (15 seconds)

(A) Maman, où est Suzette?
(B) Maman, c'est mon copain.
(C) Maman, je vais à l'école tout de suite.
(D) Maman, je te présente ma camarade de classe.

(Repeat the reading.)

4. Qu'est-ce que la dame achète à l'épicerie? (15 seconds)

(A) Des plats
(B) Des repas
(C) Des légumes
(D) Des ignames

(Repeat the reading.)

5. Que fait la dame? (15 seconds)

(A) Elle achète une carte.
(B) Elle regarde les jeux vidéo.
(C) Elle retire de l'argent liquide.
(D) Elle cherche un billet électronique.

(Repeat the reading.)

SECTION II

Directions: In this section you will hear a number of situations stated. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

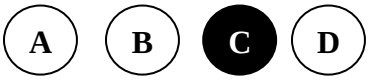
- Mes amis, je cherche un emploi.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

Sample Item

(A) Je n'ai pas d'emploi.
(B) Mon père travaille ici.
(C) Très bien! Bonne chance!
(D) Marie est aussi une employée.

Sample Answer



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Listen carefully to each situation.

6. Bonjour Madame, puis-je voir le directeur, s'il vous plaît?

7. Paul adore soigner les malades. C'est pourquoi il veut être …

8. Pour acheter du jambon …

9. - J'aime bien les chevaux. Mon sport préféré est …

10. - Madame Rosey achète une robe et une jupe dans un magasin. Elle demande au caissier…

11. - Un billet aller-retour pour New York s'il vous plaît?

12. - Monsieur Dupont aime bien enseigner à ses élèves.

13. Monsieur Leblanc est directeur d'un grand hôtel. Il est très riche parce qu'il…

14. - J'adore les romans Harry Potter. Mon-passe temps favori est …

15. Anne veut envoyer une lettre à son correspondant au Canada. Elle va …

SECTION III

Instructions: In this section you will hear two selections. Each selection will be read twice. Select the response which BEST answers the question or completes the statement in your booklet and shade the corresponding space on your answer sheet. There is no sample question for this section.

INSTRUCTIONS TO THE TEACHER

The selections should be read at a normal pace, each taking approximately 30 seconds. The reading should be done in such a way as to convey changes of voice (in dialogue, for example), but explanatory gestures are not permissible.

(The teacher should read the instructions aloud to the candidates immediately before the selection.)

SELECTION A

Listen carefully while I read Selection A for the first time.

Je m'appelle Jacques Henri. J'ai quinze ans. J'habite une grande maison avec mes parents et ma sœur. Ma sœur a treize ans. Mon père est médecin et ma mère est professeur. À l'école, je préfère la biologie et la physique. Tous les week-ends, je joue aux sports.

- Look at questions 16 to 20 in your booklet. You have two minutes to read the questions and make notes.
- Now listen to the selection again.
- You have 5 minutes to answer questions 16 to 20 in your answer sheet.

SELECTION B

Listen carefully while I read Selection B for the first time.

- Attention! Mesdames et messieurs, le vol Jm206 de 14h 30 pour la Martinique part dans quinze minutes. Les passagers pour ce vol doivent aller à la porte numéro 8 et embarquer au moins dix minutes avant le départ.

Merci beaucoup et bon voyage à tous!

- Look at questions 21 to 25 in your booklet. You have two minutes to read the questions and make notes.
- Now listen to the selection again.
- You have 5 minutes to answer questions 21 to 25 in your answer sheet.

STOP. THIS IS THE END OF THE LISTENING COMPREHENSION. NOW GO ON TO THE NEXT PAGE AND WORK THROUGH THE READING COMPREHENSION AS QUICKLY AND AS CAREFULLY AS YOU CAN. IF YOU CANNOT ANSWER A QUESTION, OMIT IT AND GO ON TO THE NEXT ONE. YOU CAN COME BACK TO THE OMITTED QUESTION LATER.

TEST CODE **05122010**

FORM 05122010/SPEC

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE EXAMINATION

SPECIMEN PAPER

FRENCH

Listening and Reading

1 hr 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This examination consists of 50 items. There are 25 in Part A and 25 in Part B. You have 1 hour and 15 minutes to answer them.

2. Each item has four possible answers: (A), (B), (C), (D).

3. Read each item carefully and choose the correct answer.

4. **On your answer sheet**, find the number that corresponds to the item you intend to answer and shade the answer space.

5. If you want to change your answer, be sure to erase your old answer completely and fill in your new choice.

6. When the invigilator gives you permission to begin, turn the page and work as quickly and as carefully as you can.

7. If you cannot answer an item, omit it and go on to the next one. You can come back to the omitted item later.

8. Your score will be the total number of correct answers.

9. The answer sheet has more spaces than there are items on this test. Do NOT shade any of the extra spaces.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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PART A

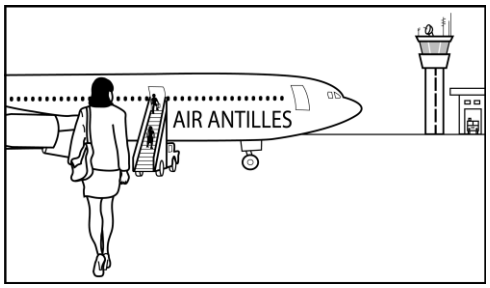
LISTENING COMPREHENSION

40 minutes

SECTION I

Instructions: In this section you will hear a single statement or question followed by FOUR responses. The statement/question and responses will be read twice. Choose the response that corresponds to the picture in your test booklet. Then, shade the corresponding space on your answer sheet. For example,

You see:

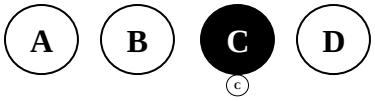


You hear:

Que fait Marie pendant l'été?

(A) Elle ne fait rien.
(B) Elle visite le gratte-ciel.
(C) Elle va à l'étranger cette année.
(D) Elle va à l'aéroport comme d'habitude.

Sample Answer

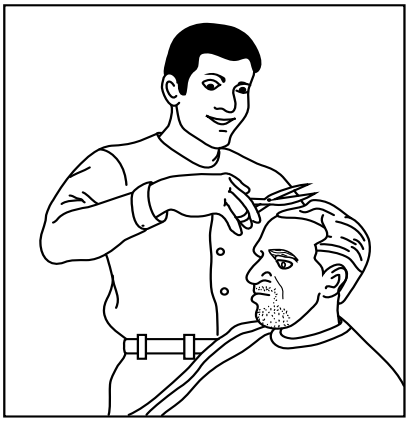


The correct answer is option (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture. (15 seconds)

Listen to the statement or question based on it.

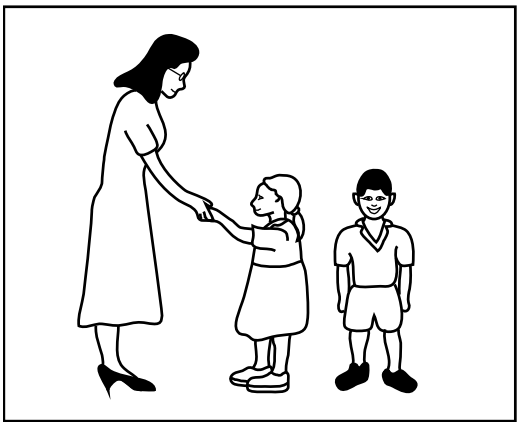
1.



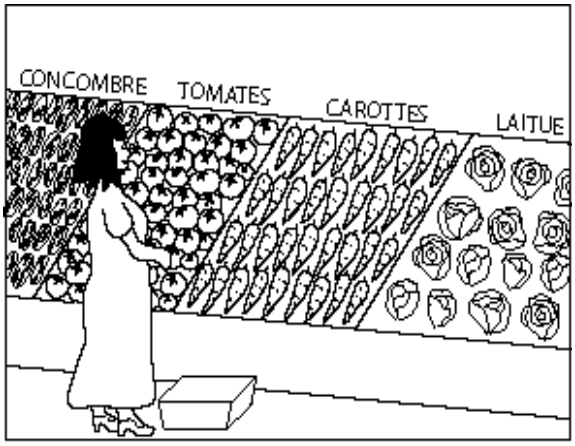
2.



3.



4.



5.



SECTION II

Instructions: In this section you will hear a number of situations stated. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

- Mes amis, je cherche un emploi.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

Sample Item

(A) Je n'ai pas d'emploi.
(B) Mon père travaille ici.
(C) Très bien! Bonne chance!
(D) Marie est aussi une employée.

Sample Answer



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Listen carefully to each situation.

6. (A) -C'est la récréation
(B) -Il ne travaille pas ici.
(C) -Tu aimes les professeurs.
(D) -Bon, son bureau est à droite.

7. (A) médecin
(B) cuisinier
(C) chauffeur
(D) agent de police

8. (A) il faut aller à la confiserie
(B) il faut aller à la boulangerie
(C) il faut aller à la charcuterie
(D) il faut aller à la poissonnerie

9. (A) l'athlétisme
(B) le football
(C) le cricket
(D) l'équitation

10. (A) Où va-t-il?
(B) Ça fait combien?
(C) Quelle est la pointure?
(D) Qu'y a-t-il pour votre service?

11. (A) - Le vol arrive à New York à 22 heures madame.
(B) - Certainement madame, ça coûte 450 euros.
(C) - Je suis désolé madame, mais le vol a une heure de retard.
(D) - Il faut aller au bureau des objets trouvés.

12. (A) Il est élève.
(B) Il est footballeur.
(C) Il est professeur.
(D) Il est agent de voyage.

13. (A) aime les euros
(B) reste à la maison
(C) regarde la banque
(D) gagne un bon salaire

14. (A) la danse
(B) la lecture
(C) la collection de timbres
(D) le voyage

15. (A) à la poste
(B) à la banque
(C) au commissariat
(D) à la bibliothèque

SECTION III

Instructions: In this section you will hear two selections. Each selection will be read twice. Select the response which BEST answers the question or completes the statement in your booklet and shade the corresponding space on your answer sheet. There is no sample question for this section.

SELECTION A

16. What is the age difference between Jacques and his sister?

(A) One year
(B) Two years
(C) Three years
(D) Four years

17. What is the occupation of Jacques' father?

(A) Pilot
(B) Doctor
(C) Carpenter
(D) Pharmacist

18. What does Jacques prefer to study in school?

(A) English
(B) French
(C) Social Studies
(D) Science subjects

19. What is the occupation of Jacques' mother?

(A) Teacher
(B) Lawyer
(C) Accountant
(D) Pharmacist

20. On weekends, Jacques will MOST likely …

(A) play tennis
(B) watch birds
(C) collect stamps
(D) read the newspapers

SELECTION B

21. Where are the passengers?

(A) At the train station
(B) At the airport
(C) At the bus terminal
(D) At the door

22. How much time will it be before the flight departs?

(A) Ten minutes
(B) One hour
(C) Fifteen minutes
(D) Fourteen hours

23. What will the passengers do shortly?

(A) They will arrive.
(B) They will enter through door number 8.
(C) They will disembark.
(D) They will leave.

24. To which gate are passengers being directed?

(A) 8
(B) 14
(C) 15
(D) 30

25. What are the passengers asked to do at least ten minutes before departure?

(A) Disembark
(B) Wait at the door
(C) Board the aircraft
(D) Go to Martinique

GO ON TO THE NEXT PAGE

PART B

READING COMPREHENSION

35 minutes

SECTION I

Instructions: Read the information given in the poster below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given. Then, shade the corresponding space on your answer sheet. There is no sample question for this section.



Café "Bon Esprit"



14 rue Providence
Pointe à Pitre
Guadeloupe

Tel: 68-03-52

Ouvert de sept heures du matin à cinq heures du soir
Fermé le dimanche

Notre chef espagnol est à votre service
Nos spécialités:

Soupe aux champignons
Poulet-frites
Crème caramel

Notre menu à 20 euros

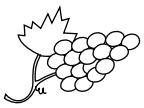
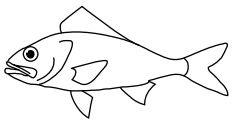
Carottes râpées
Coq au vin
Gâteau
Café/ Thé
Vin blanc/ rosé

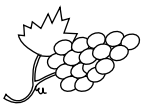


Service non compris



On parle anglais, espagnol, italien et russe


26. Où se trouve le café?

(A) En Europe
(B) En Afrique
(C) Aux Antilles
(D) Aux Etats-Unis

27. De quelle nationalité est le chef?

(A) Russe
(B) Italienne
(C) Française
(D) Espagnole

28. Comme légume, le café offre…

(A) le gâteau
(B) le coq au vin
(C) les carottes râpées
(D) la soupe aux champignons

29. Le café est ouvert . . . .

(A) six jours
(B) cinq jours
(C) le dimanche
(D) tous les jours

30. Ici, on parle combien de langues?

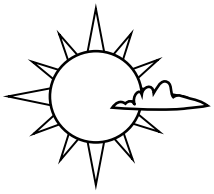
(A) Une
(B) Deux
(C) Trois
(D) Quatre

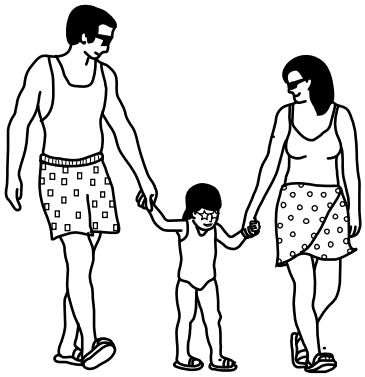
SECTION II

Instructions: Read the following advertisements carefully. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information in the advertisements. Then, shade the corresponding space on your answer sheet. There is no sample question for this section.



Séjour en Guadeloupe?





Venez à notre colonie de vacances
à Gosier!
Ouverte de juin à août
Agréablement située au bord de la mer,
elle est ouverte aux étrangers et aux
résidents, surtout les étudiants.

Tarifs: 10 euros par emplacement.
Douches gratuites, beaucoup de sécurité
Centre commercial à deux cents mètres
Tel: 77-03-71
Pour les renseignements et les réservations



31. La colonie de vacances est ouverte pendant …

(A) l'été
(B) l'hiver
(C) l'automne
(D) le printemps

32. Elle est située …

(A) en ville
(B) dans la forêt
(C) à la montagne
(D) près de la plage

33. Dans cette colonie de vacances on ne doit pas …

(A) être étudiante
(B) aimer la natation
(C) payer les douches
(D) être Guadeloupéen

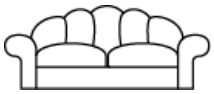
34. La colonie est située près …

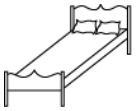
(A) de Gosier
(B) de la France
(C) de la Guadeloupe
(D) du centre commercial

35. Combien coûte l'endroit?

(A) Dix euros
(B) Très cher
(C) Deux cents euros
(D) Beaucoup d'argent

GO ON TO THE NEXT PAGE





GRÉAUX
Importateur Grossiste

Canapés, clic-clacs, salons, lits, fauteuils…
Tous les styles, fixes ou convertibles

<<Remise de 10% pour les 20 premiers clients>>

Ouvert du lundi au vendredi de 9h à 13h
et de 15h à 19h
samedi et dimanche de 9h 30 à 12h
117 Rue de la Haie Coq – 93315 AUBERVILLE
à 50 mètres de la bijouterie Diamants
Bus-ligne 55/ arrêt de la Haie Coq

36. Ici, on peut acheter …

(A) des bijoux
(B) des maisons
(C) des meubles
(D) des vêtements

37. Ce magasin est ouvert …

(A) tous les jours
(B) samedi et dimanche
(C) du lundi au vendredi
(D) le weekend seulement

38. Les clients qui arrivent … vont profiter de la remise.

(A) tard
(B) en retard
(C) ensemble
(D) de bonne heure

39. Le jeudi, le magasin ferme à …

(A) midi
(B) sept heures du soir
(C) deux heures du matin
(D) deux heures de l'àprès-midi

40. La bijouterie Diamants se trouve … ce magasin.

(A) dans
(B) près de
(C) derrière
(D) au dessus de

SECTION III

Instructions: Read the following announcements carefully. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information in the announcements. Then, shade the corresponding space on your answer sheet. There is no sample question for this section.

Annonce

Bonsoir Mesdames et Messieurs:

Notre prochain programme à 5 heures 30 est un film de dessins animés. Après, nous vous présentons le journal télévisé à 5 heures 40 et, à 5 heures 50 "La leçon Gratuite" avec Charles Dupont, professeur de biologie. À 7 heures 20, nous vous présentons un concert de musique classique et une heure après, vous avez sur vos écrans le film policier "L'Homme Perdu".

41. Cette annonce va …

(A) aider les enfants avec les devoirs
(B) dire aux personnes de se coucher tôt
(C) permettre aux chanteurs de pratiquer
(D) tenir les téléspectateurs au courant des émissions

42. Qui parle?

(A) Un acteur
(B) Un speaker
(C) Un chanteur
(D) Un musicien

43. A quelle heure est-ce qu'on passe le dessin animé?

(A) À 5h00
(B) À 5h30
(C) À 5h40
(D) À 5h50

44. Qu'est-ce qu'on peut voir à 5h50?

(A) Les actualités
(B) Une comédie
(C) Une émission éducative
(D) Une film science-fiction

45. Quelle sorte d'émission passe à 7h20?

(A) Une comédie
(B) Un film policier
(C) Un dessin animé
(D) La musique classique

GO ON TO THE NEXT PAGE

Annonce

Cours à distance

Diplôme de Langues Étr
angères
pour les professionnels

Vous pouvez facilement vous préparer, au confort de votre maison ou de votre bureau, un diplôme de langues. On vous propose des cours de japonais, d'allemand et d'anglais.
(Chaque cours dure quarante-cinq minutes.)

Renseignements: languesinfo.com

46. Cette annonce s'adresse aux personnes qui veulent …

(A) rentrer à la maison
(B) apprendre le français
(C) enseigner le français
(D) continuer leurs études

47. Pour faire ce cours, on peut …

(A) aller à l'école
(B) rester à la maison
(C) voyager en France
(D) parler japonais

48. Pour avoir plus de renseignements, il faut avoir …

(A) un appareil
(B) une télécarte
(C) un ordinateur
(D) une téléphone

49. Chaque cours dure . . . .

(A) une heure
(B) un quart d'heure
(C) une demi-heure
(D) trois quarts d'heure

50. Les … peuvent profiter de ces cours.

(A) élèves
(B) avocats
(C) enfants
(D) retraités

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

FRENCH

KEY

QUESTION NO.	KEY	QUESTION NO.	KEY
1	B	26	C
2	C	27	D
3	D	28	C
4	C	29	A
5	C	30	D
6	D	31	A
7	A	32	D
8	B	33	C
9	D	34	D
10	B	35	A
11	A	36	C
12	C	37	C
13	D	38	D
14	B	39	B
15	A	40	B
16	B	41	D
17	B	42	B
18	D	43	B
19	A	44	C
20	A	45	D
21	B	46	D
22	A	47	B
23	C	48	C
24	A	48	D
25	C	50	B

TEST CODE **05145010 – TS**

FORM 05145010 – TS/SPEC

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE

SPECIMEN PAPER

SPANISH

PART A – LISTENING COMPREHENSION

TEACHER'S SCRIPT

40 minutes

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SECTION I

Instructions: In this section you will hear a single statement or question followed by FOUR responses. The statement/question and responses will be read twice. Choose the response that corresponds to the picture in your test booklet. Then, shade the corresponding space on your answer sheet. For example,

You see:

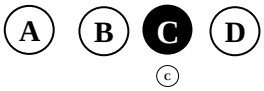


You hear:

¿Qué hace Maria durante el verano?

(A) No hace nada.
(B) Visita el rascacielos.
(C) Va al extranjero este año.
(D) Va al aeropuerto como siempre.

Sample Answer



The correct answer is option (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture, then listen to the statement or question based on it.

1. ¿Qué le gusta hacer durante los ratos libres? (15 seconds)

(A) Le gusta leer.
(B) No hace nada.
(C) Busca un libro.
(D) Le gusta comprar libros.

(Repeat the reading.)

2. ¿Qué quiere ser Marisol? (15 seconds)

(A) Quiere ser azafata.
(B) Quiere ser gerente.
(C) Quiere hacerse estudiante.
(D) Quiere continuar estudiando.

(Repeat the reading.)

3. ¿Por qué está Carlos en esta tienda? (15 seconds)

(A) Quiere ir a la ciudad.
(B) Lleva una camisa amarilla.
(C) Va a hacer las compras.
(D) Tiene que comprar un par de zapatos.

(Repeat the reading.)

4. ¿Qué está haciendo la señora? (15 seconds)

(A) Está hablando con el señor.
(B) Está mirando la televisión.
(C) Está caminando por la calle.
(D) Está comprando comestibles.

(Repeat the reading.)

5. ¿Qué hace la familia hoy? (15 seconds)

(A) A la familia le gusta la playa.
(B) En la familia hay cinco personas.
(C) La familia va de paseo en la playa.
(D) La familia se divierte en el campo.

(Repeat the reading.)

SECTION II

Instructions: In this section you will hear a number of situations stated. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

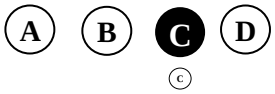
- Amigos, busco un empleo.

After examining the suggested responses you should select the BEST response and shade the corresponding space on your answer sheet.

Sample Item

(A) No tengo empleo.
(B) Mi padre trabaja aquí.
(C) ¡Qué bien! ¡Buena suerte!
(D) Marta es una empleada también.

Sample Answer



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Listen carefully to each situation.

6. Joselito, ¿Cuándo es tu cumpleaños?

7. - Oye, Miguel, te presento a mi amiga, Ana.

8. Mi tío es profesor en matemáticas.

9. El vendedor me da cinco bolívares diciendo…

10. Ana quiere echar una carta, así tiene que ir ….

11. -Señor, necesito medicina para la gripe.

12. -¿A qué hora se abre el banco, señor?

13. -Señor, ¿va a tomar algo más?

14. -Calzo el número 41, señor. ¿Qué va a comprar Juan?

15. -¡A mí, me encanta dibujar!

SECTION III

Instructions: In this section you will hear two selections. Each selection will be read twice. Select the response which BEST answers the question or completes the statement in your booklet and shade the corresponding space on your answer sheet. There is no sample question for this section.

INSTRUCTIONS TO THE TEACHER

The selections should be read at a normal pace, each taking approximately 30 seconds. The reading should be done in such a way as to convey changes of voice (in dialogue, for example), but explanatory gestures are not permissible.

(The teacher should read the instructions aloud to the candidates immediately before the selection.)

SELECTION A

Listen carefully while I read Selection A for the first time.

- ¡Atención, estudiantes! Es jueves, el doce de mayo. Mañana es un día especial para nuestra directora; celebra su cumpleaños. Va a cumplir cincuenta años. Hay un concierto en el auditorio a las tres de la tarde y vamos a darle un regalo magnífico.

¡Nos vemos allí!

- Look at questions 16 to 20 in your booklet. You have two minutes to read the questions and make notes.
- Now listen to the selection again.
- You have 5 minutes to answer questions 16 to 20 in your answer sheet.

SELECTION B

Listen carefully while I read Selection B for the first time.

La compañía LatinoTur le ofrece un viaje cultural a Chile y Ecuador. Durante los meses de abril, mayo y junio, los estudiantes de escuelas secundarias y sus profesores pueden disfrutar de siete días en uno de estos países, visitando sitios de interés y aprendiendo nuevos bailes. Llame ahora para más información.

- Look at questions 21 to 25 in your booklet. You have two minutes to read the questions and make notes.
- Now listen to the selection again.
- You have 5 minutes to answer questions 21 to 25 in your answer booklet.

STOP. THIS IS THE END OF THE LISTENING COMPREHENSION. NOW GO ON TO THE NEXT PAGE AND WORK THROUGH THE READING COMPREHENSION AS QUICKLY AND AS CAREFULLY AS YOU CAN. IF YOU CANNOT ANSWER A QUESTION, OMIT IT AND GO ON TO THE NEXT ONE. YOU CAN COME BACK TO THE OMITTED QUESTION LATER.

TEST CODE **05145010**

FORM 05145010/SPEC

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE EXAMINATION

SPECIMEN PAPER

SPANISH

Listening and Reading

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This examination consists of 50 items. There are 25 in Part A and 25 in Part B. You have 1 hour and 15 minutes to answer them.

2. Each item has four possible answers: (A), (B), (C), (D).

3. Read each item carefully and choose the correct answer.

4. **On your answer sheet**, find the number that corresponds to the item you intend to answer and shade the answer space.

5. If you want to change your answer, be sure to erase your old answer completely and fill in your new choice.

6. When the invigilator gives you permission to begin, turn the page and work as quickly and as carefully as you can.

7. If you cannot answer an item, omit it and go on to the next one. You can come back to the omitted item later.

8. Your score will be the total number of correct answers.

9. The answer sheet has more spaces than there are items on this test. Do NOT shade any of the extra spaces.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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PART A

LISTENING COMPREHENSION

40 minutes

SECTION I

Instructions: In this section you will hear a single statement or question followed by FOUR responses. The statement/question and responses will be read twice. Choose the response that corresponds to the picture in your test booklet. Then, shade the corresponding space on your answer sheet. For example,

You see:

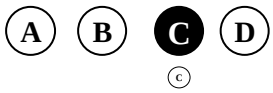


You hear:

¿Qué hace María durante el verano?

(A) No hace nada.
(B) Visita el rascacielos.
(C) Va al extranjero este año.
(D) Va al aeropuerto como siempre.

Sample Answer



The correct answer is option (C), so you would shade the space with the letter (C) on the answer sheet.

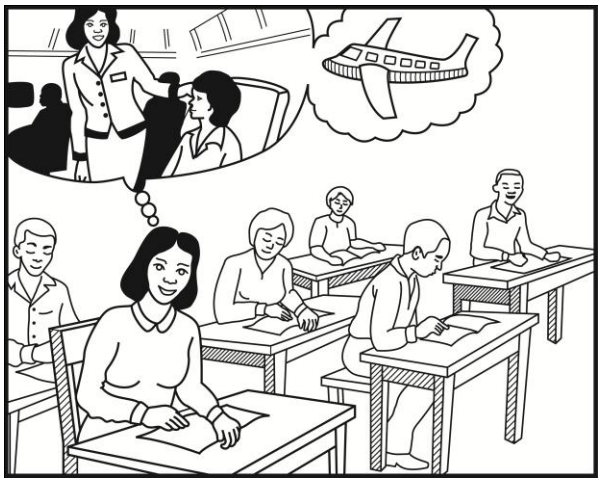
Look at each picture. (15 seconds)

Listen to the statement or question based on it.

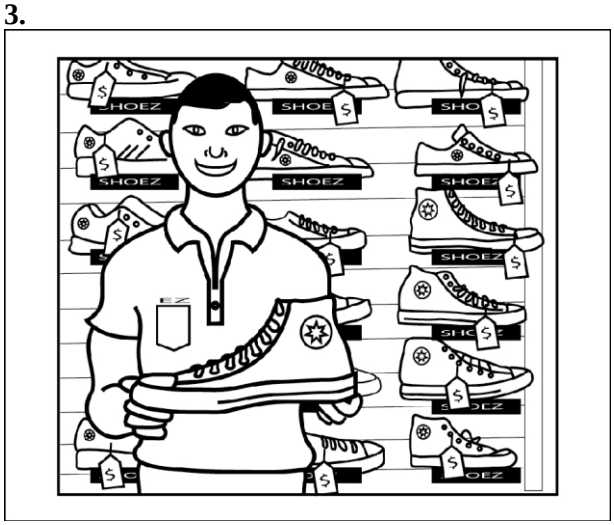
1.



2.



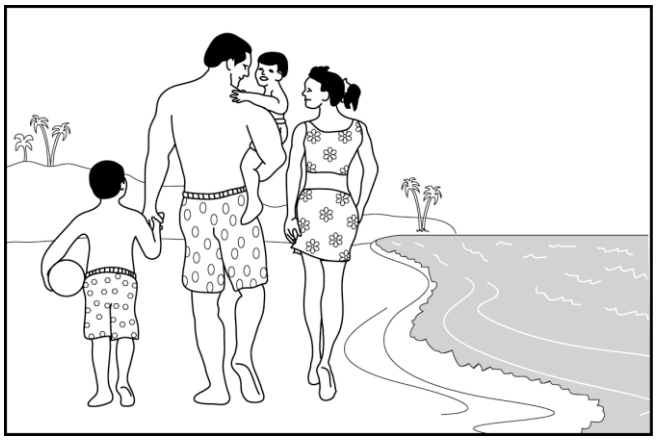
3.



4.



5.



SECTION II

Instructions: In this section you will hear a number of situations stated. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

- Amigos, busco un empleo.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

Sample Item

(A) No tengo empleo.
(B) Mi padre trabaja aquí.
(C) ¡Qué bien! ¡Buena suerte!
(D) Marta es una empleada también.

Sample Answer



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Listen carefully to each situation.

6. (A) Tiene siete.
(B) Hoy es el dieciséis.
(C) Tengo quince años.
(D) Es el cuatro de marzo.

7. (A) ¡Qué bueno!
(B) Llegas tarde.
(C) Mucho gusto.
(D) ¿Cuántos años tienes?

8. (A) Está en la calle.
(B) Trabaja en un hotel.
(C) Se gana la vida enseñando.
(D) Quiero hacerme abogado también.

9. (A) -Aquí tiene su boleto, señor.
(B) -Aquí tiene la vuelta, señor.
(C) -Aquí tiene las compras, señor.
(D) -Aquí tiene su cuenta, señor.

10. (A) al banco
(B) a la comisaría
(C) a la biblioteca
(D) a correos

11. (A) -No veo al médico.
(B) -No tengo la gripe.
(C) -Aquí tienes unas aspirinas.
(D) -La medicina está en una botella.

12. (A) - A las ocho, creo.
(B) -Yo voy allí también.
(C) -El jefe está llegando.
(D) -Vamos a entrar en la tienda.

13. (A) -¿Sí, algo más, por favor?
(B) -No, señorita, ya es todo.
(C) -Me gustan estos relojes de oro.
(D) -Vuelvo aquí mañana.

14. (A) Gorras
(B) Zapatos
(C) Corbatas
(D) Pendientes

15. (A) No veo al pintor.
(B) Quiero ser artista.
(C) Mi hijo está pintando.
(D) El dibujo es excelente.

SECTION III

Instructions: In this section you will hear two selections. Each selection will be read twice. Select the response which BEST answers the question or completes the statement in your booklet and shade the corresponding space on your answer sheet. There is no sample question for this section.

SELECTION A

16. How old will the principal be on her birthday?

(A) Thirty
(B) Forty
(C) Fifty
(D) Sixty

17. When is the principal's birthday?

(A) 10th May
(B) 11th May
(C) 12th May
(D) 13th May

18. What function will be held for the principal?

(A) A party
(B) A special day
(C) A concert
(D) A class reunion

19. At what time will the function be held?

(A) Two o'clock
(B) Three o'clock
(C) Four o'clock
(D) Five o'clock

20. What will she be given at the function?

(A) A gift
(B) An invitation
(C) A special wish
(D) A special concert

SELECTION B

21. What is being offered?

(A) A cultural trip
(B) A business trip
(C) A world-wide tour
(D) A seven-day trip

22. Which TWO countries are mentioned?

(A) Ecuador, Cuba
(B) Chile, Ecuador
(C) Nicaragua, Cuba
(D) Chile, Puerto Rico

23. The offer is directed to

(A) all students
(B) teachers only
(C) primary school students
(D) secondary school students and their teachers

24. How much time will be spent in the chosen country?

(A) One week
(B) Two weeks
(C) One month
(D) Three months

25. What will the persons do in that country?

(A) Study Spanish
(B) Go to nightclubs
(C) Go sightseeing and learn dances
(D) Practise speaking and meet friends

GO ON TO THE NEXT PAGE

PART B

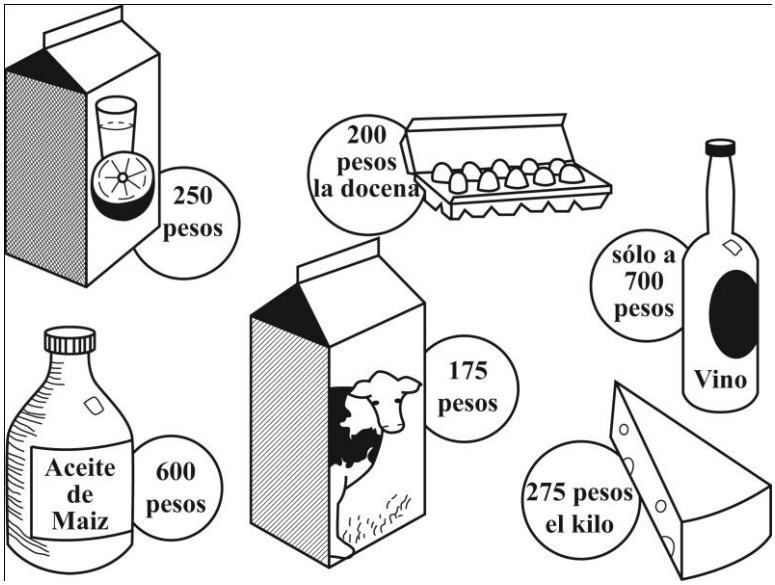
READING COMPREHENSION

35 minutes

SECTION I

Instructions: Read the information given in the poster below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given. Then, shade the corresponding space on your answer sheet. There is no sample question for this section.

Ofertas en
Supermercado Champion
Del 11 al 25 de julio



¡Y mucho más!

También, hay un descuento especial – compra un pan y llévate el otro gratis.

Sólo Supermercado Champion te cuida así.

Supermercado Champion

Calle 1º de mayo

***Precios incluyen IVA**

Abierto todos los días menos el domingo

desde las 7.00 hasta las 21.00 horas

Tel: 781-6321

GO ON TO THE NEXT PAGE

26. Una botella de vino cuesta …

(A) seiscientos pesos
(B) setecientos pesos
(C) doscientos cincuenta pesos
(D) ciento setenta y cinco pesos

27. ¿En cuál artículo hay otra oferta especial?

(A) El pan
(B) El queso
(C) La leche
(D) El aceite

28. Se ofrecen rebajas …

(A) todos los días
(B) por dos semanas
(C) durante el mes de mayo
(D) antes de las ocho de la mañana

29. El supermercado se cierra de lunes a sábado . . .

(A) a medianoche
(B) a las ocho de la noche
(C) a las nueve de la noche
(D) después de las diez de la noche

30. … cuesta doscientos setenta y cinco pesos.

(A) Un litro de leche
(B) Un kilo de queso
(C) Un litro de naranja
(D) Una docena de huevos

SECTION II

Instructions: Read the following advertisements carefully. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information in the advertisements. Then, shade the corresponding space on your answer sheet. There is no sample question for this section.

¡La fiesta más divertida del año escolar! 



¡Llega el evento más esperado del año!

¡La fiesta de fin del año escolar!

Este sábado, primero de julio, desde las 1600 horas hasta las 2400 horas.

¡Concurso de Señorita Belleza!



¡Sorpresa!: ¿Quién es el profesor o profesora más popular del año?

Bailes – Juegos divertidos – Comidas populares – Premios atractivos – Diversión para toda la familia.

31. ¿Qué fiesta se celebra?

(A) La fiesta de los estudiantes
(B) La fiesta de fin del año escolar
(C) El concurso de señorita Belleza
(D) La selección del maestro más popular

32. ¿Cómo es esta fiesta?

(A) Muy popular
(B) De mucha belleza
(C) Bastante aburrida
(D) Demasiado sorprendente

33. La diversión comienza

(A) al mediodía
(B) a medianoche
(C) a las seis de la tarde
(D) a las cuatro de la tarde

34. ¿Qué ofrece la fiesta?

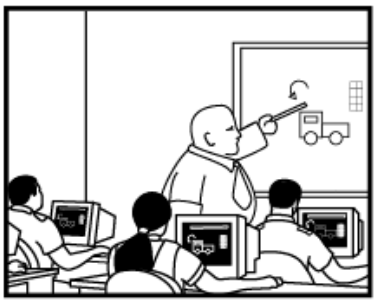
(A) Comida y carro
(B) Bailes y estudios
(C) Juegos y premios
(D) Sorpresas y señoritas

35. ¿Quiénes pueden asistir?

(A) Toda la familia
(B) Cada participante
(C) Sólo los maestros
(D) Todos los obreros de la escuela

GO ON TO THE NEXT PAGE

SE NECESITAN PROFESORES



El Instituto Cervantes busca personas calificadas para septiembre para enseñar informática a jóvenes de entre 8 a 12 años de edad.

Las personas deben

- tener 2 años de experiencia
- tener menos de 30 años
- tener carro

Las clases tendrán lugar en las comunidades remotas desde las 8 de la mañana hasta las 4 de la tarde.

Recibirán un buen salario y seguro médico.

Envíen currículo al instituto pronto.

36. El instituto busca

(A) gerentes
(B) maestros
(C) directores
(D) estudiantes

37. Las personas van a

(A) ayudar a chicas
(B) enseñar a adultos
(C) dar clases a jóvenes
(D) hablar con los profesores

38. Las clases terminarán

(A) en la noche
(B) a las ocho de la noche
(C) a las cuatro de la tarde
(D) a las ocho de la mañana

39. Las personas deben

(A) ser mayores de 35 años
(B) tener mucha experiencia
(C) vivir en las comunidades
(D) conocer la computadora

40. Los profesores van a recibir

(A) un carro nuevo
(B) doce estudiantes
(C) un médico personal
(D) un excelente salario

SECTION III

Instructions: Read the following announcements carefully. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information in the announcements. Then, shade the corresponding space on your answer sheet. There is no sample question for this section.

ALQUILER DE APARTAMENTO

Alquile un bonito apartamento situado a menos de dos kilómetros de Mérida, en la ciudad de Córdoba.

Habitación doble con cama de matrimonio, baño con ducha, salón con sofá – cama y cocina con utensilios.

Dos puertas de acceso desde la calle, una por la entrada principal y la otra por el jardín.

Está amueblado, con lavadora nueva, microondas y televisor.

De preferencia - estancias de larga duración.

41. El apartamento está

(A) en Córdoba
(B) en Mérida
(C) cerca de Córdoba
(D) cerca de la ciudad

42. ¿Qué hay para alquilar?

(A) Una habitación doble
(B) Un apartamento completo
(C) Un apartamento sin muebles
(D) Un apartamento de dos cuartos

43. Se puede entrar por

(A) la puerta trasera
(B) el jardín solamente
(C) más de una puerta
(D) la entrada principal solamente

44. El apartamento es

(A) incómodo
(B) bastante grande
(C) poco amueblado
(D) bien amueblado

45. El dueño del apartamento prefiere a personas que

(A) viajan de Mérida
(B) viven en Córdoba
(C) se quedan poco tiempo
(D) se quedan mucho tiempo

ANUNCIO

Carlos Salazar y Eva Morales de Salazar
les invitan a usted y a su distinguida familia
a la celebración del quinceañero
de su hija

GUADALUPE ROSARIO

La recepción tendrá lugar el 20 de abril de 2007
De 6 pm a 8 pm; el baile de 8 pm a medianoche
En los salones del Club Maraval, Aguascalientes.

46. ¿Qué se anuncia?

(A) Una boda
(B) Una fiesta
(C) Una reunión
(D) Un nacimiento

47. ¿Para quién es la celebración?

(A) Eva
(B) Carlos
(C) Salazar
(D) Guadalupe

48. ¿Cuántos años cumplirá la persona?

(A) Seis
(B) Ocho
(C) Quince
(D) Veinte

49. ¿Cuántas horas va a durar la celebración entera?

(A) Dos
(B) Tres
(C) Cinco
(D) Seis

50. ¿Qué va a tener lugar a las ocho de la noche?

(A) El baile
(B) El anuncio
(C) La recepción
(D) La invitación

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

SPANISH

KEY

QUESTION NO.	KEY	QUESTION NO.	KEY
1	A	26	B
2	A	27	A
3	D	28	B
4	D	29	C
5	C	30	B
6	D	31	B
7	C	32	A
8	C	33	D
9	B	34	C
10	D	35	A
11	C	36	B
12	A	37	C
13	B	38	C
14	B	39	D
15	B	40	D
16	C	41	A
17	D	42	B
18	C	43	C
19	B	44	D
20	A	45	D
21	A	46	B
22	B	47	D
23	D	48	C
24	A	48	D
25	C	50	A

TEST CODE **05143010 – TS**

SPEC 2015/05143010 – TS

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE® EXAMINATION

PORTUGUESE

SPECIMEN PAPER

TEACHER'S SCRIPT

PART A

LISTENING COMPREHENSION

40 minutes

SECTION I

<u>Instructions</u>: In this section you will hear a single statement or question followed by FOUR responses. Choose the response that BEST corresponds to the picture in your test booklet and shade the corresponding space on your answer sheet. For example,

You see:

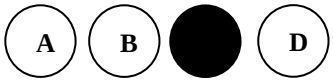


You hear:

O que ela faz durante o verão?

(A) Não faz nada.
(B) Visita um arranha-céu.
(C) Vai ao exterior este ano.
(D) Vai ao aeroporto como sempre.

<u>Sample Answer</u>



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture. Listen to the statement or question based on it.

1. Onde está Maria? (15 seconds)

(A) Está na cozinha.
(B) Está no banheiro.
(C) Está no dormitório.
(D) Está na sala de estar.

2. Qual esporte a Rosa pratica nos sábados? (15 seconds)

(A) Pratica vôlei.
(B) Pratica futebol.
(C) Pratica natação.
(D) Pratica basquete.

3. O que o Ronaldo faz depois das aulas todos os dias? (15 seconds)

(A) Toca piano.
(B) Visita o museu.
(C) Toca violino.
(D) Visita a biblioteca

4. O que a Isabel está comprando no supermercado? (15 seconds)

(A) Está comprando pão.
(B) Está comprando frutas.
(C) Está comprando carne.
(D) Está comprando cereal.

5. Qual é a profissão daquele homem? (15 seconds)

(A) Ele é piloto.
(B) Ele é professor.
(C) Ele é bombeiro.
(D) Ele é enfermeiro.

SECTION II

<u>Instructions</u>: In this section you will hear a number of situations. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

Amigos, procuro um exemplo.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

(A) Não tenho exemplo.
(B) Tá bom! Boa sorte!
(C) Meu pai trabalha aqui.
(D) Marta é uma empregada também.

<u>Sample Answer</u>



The correct answer is (B), so you would shade the space with the letter (B) on your answer sheet.

Listen to each situation.

6. Quero estudar línguas para ...

7. Paulo chega tarde à aula por causa do trânsito na estrada. Como Paulo chega?

8. Senhora, eu quero ir a Orlando de avião. Quanto custa, por favor?

9. O voo Gol 22 para Boa Vista sai às 10 horas do Portão número 2. Nataniel está ...

10. Durante as férias, gosto muito de ir ...

11. Oi, João, esta é a minha colega, Clara. O que João diz a Clara?

12. Bom dia, senhor! Por favor, onde fica o escritório do diretor?

13. Antônio quer comer frango frito, arroz doce e pastel de feijão porque ...

14. Um rapaz anda pela rua gritando em voz alta, “Laranjas baratas! Laranjas baratas!” Quem é?

15. Senhora, quanto custa esta blusa? Onde está Cândida?

SECTION III

<u>Instructions</u>: In this section you will hear two selections. Each selection will be followed by a number of questions or incomplete statements. Select the BEST response to the question or statement and shade the corresponding space on your answer sheet. Each selection will be read twice. There is no sample question in this section.

INSTRUCTIONS TO THE TEACHER

The selections should be read at a normal pace, each taking approximately 30 seconds. The reading should be done in such a way as to convey changes of voice (in dialogue, for example), but explanatory gestures are not permissible.

(The teacher should read the instructions aloud to the candidates immediately before the selection.)

<u>SELECTION A</u>

Listen carefully while I read Selection A for the first time.

Todo sábado, Mônica vai à pizzaria e compra pizza de dois sabores: mussarela e calabresa. Como ela gosta de comer, ela sempre come toda a parte de calabresa. O restante ela leva para seu irmão Carlos, que permanece em casa.

- **Look at Questions 16 to 20 in your booklet. You have two minutes to read the questions and make notes.**
- **Now listen to the selection again.**
- **You have 5 minutes to answer Questions 16 to 20 on your answer sheet.**

<u>SELECTION B</u>

Listen carefully while I read Selection B for the first time.

Para comemorar a independência do Brasil, a embaixada vai ter um mês de atividades em setembro. Durante a primeira semana, vai haver um festival de cinema sobre a história do Brasil como tema principal; na segunda semana, uma exposição; na terceira semana, jogos de futebol amistosos e, na última semana, um coquetel na residência do embaixador na sexta à noite. Para mais informação, por favor, contate a Sra. Ferreira.

- **Look at Questions 21 to 25 in your booklet. You have two minutes to read the questions and make notes.**
- **Now listen to the selection again.**
- **You have 5 minutes to answer Questions 21 to 25 on your answer sheet.**

STOP. THIS IS THE END OF THE LISTENING COMPREHENSION. NOW GO ON TO THE NEXT PAGE AND WORK THROUGH THE READING COMPREHENSION AS QUICKLY AND AS CAREFULLY AS YOU CAN. IF YOU CANNOT ANSWER A QUESTION, GO ON TO THE NEXT ONE. YOU CAN GO BACK TO THAT QUESTION LATER.

TEST CODE **05143010**

SPEC 2015/05143010

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE® EXAMINATION

PORTUGUESE

PART A – LISTENING COMPREHENSION
PART B – READING COMPREHENSION

SPECIMEN PAPER

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This examination consists of 50 items. There are 25 in Part A and 25 in Part B. You have 1 hour and 15 minutes to answer the items.

2. Each item has four possible answers: (A), (B), (C), (D). Read each item carefully and choose the correct answer.

3. On your answer sheet, find the number that corresponds to the item you intend to answer and shade the answer space.

4. If you want to change your answer, be sure to erase your old answer completely and fill in your new choice.

5. When the invigilator gives you permission to begin, turn the page and work as quickly and as carefully as you can.

6. If you cannot answer an item, go on to the next one. You may return to that item later.

7. The answer sheet has more spaces than there are items on this test. Do NOT shade any of the extra spaces.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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PART A

LISTENING COMPREHENSION

40 minutes

SECTION I

Instructions: In this section you will hear a single statement or question followed by FOUR responses. Choose the response that BEST corresponds to the picture in your test booklet and shade the corresponding space on your answer sheet. For example,

You see:

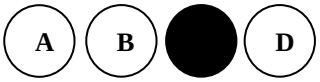


You hear:

O que ela faz durante o verão?

(A) Não faz nada.
(B) Visita um arranha-céu.
(C) Vai ao exterior este ano.
(D) Vai ao aeroporto como sempre.

Sample Answer



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture. (15 seconds)

Listen to the statement or question based on it.

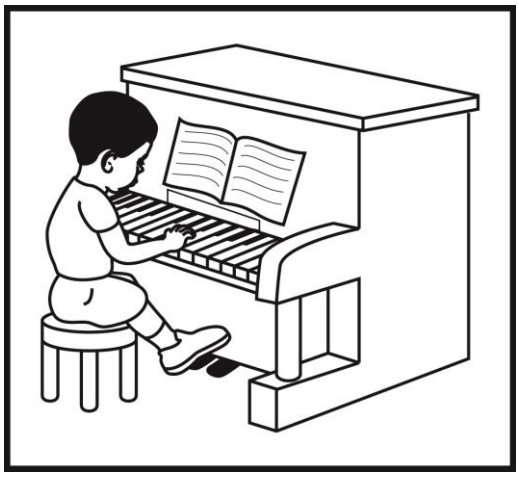
1.



2.



3.



4.



5.



SECTION II

Instructions: In this section you will hear a number of situations. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

Amigos, procuro um exemplo.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

(A) Não tenho exemplo.
(B) Tá bom! Boa sorte!
(C) Meu pai trabalha aqui.
(D) Marta é uma empregada também.

Sample Answer



The correct answer is (B), so you would shade the space with the letter (B) on your answer sheet.

Listen carefully to each situation.

6. (A) malhar
(B) pensar
(C) viajar
(D) descansar

7. (A) No barco
(B) No avião
(C) No metrô
(D) No ônibus

8. (A) O voo sai ao meio-dia.
(B) O preço é entre 500 e 700 reais.
(C) Uma passagem aérea não é barata.
(D) É bom comprar uma passagem on-line.

9. (A) visitando a sua família
(B) viajando para a Guiana
(C) esperando no aeroporto
(D) passeando com os seus amigos

10. (A) à praia
(B) à escola
(C) ao hospital
(D) a reuniões

11. (A) Até logo, Clara.
(B) Desculpe, Clara.
(C) Sinto muito, Clara.
(D) Muito prazer, Clara.

12. (A) É de madeira.
(B) É branca e cinza.
(C) Fica perto da biblioteca.
(D) Fica no campo de futebol.

13. (A) Ele está muito doente.
(B) Ele está muito cansada.
(C) Ele está com muita sede.
(D) Ele está com muita fome.

14. (A) Um piloto
(B) Um advogado
(C) Um vendedor
(B) Um professor

15. (A) Na loja
(B) Na praia
(C) No cinema
(D) Na sapataria

GO ON TO THE NEXT PAGE

SECTION III

Instructions: In this section you will hear two selections. Each selection will be followed by a number of questions or incomplete statements. Select the BEST response to the question or statement and shade the corresponding space on your answer sheet. Each selection will be read twice. There is no sample question in this section.

SELECTION A

16. Where does Mônica buy the pizza?

(A) In the store
(B) In the pizza shop
(C) In the supermarket
(D) At the shopping centre

17. On which day does Mônica buy pizza?

(A) Sunday
(B) Thursday
(C) Friday
(D) Saturday

18. How many flavours does the pizza have?

(A) One
(B) Two
(C) Three
(D) Four

19. What flavour of the pizza does Mônica eat?

(A) Tomato
(B) Chicken
(C) Pepperoni
(D) Catupiry cheese

20. Where is Mônica's brother, Carlos?

(A) At home
(B) In the pizza shop
(C) Near to the pizza shop
(D) At the football ground

SELECTION B

21. What is being celebrated in September?

(A) Brazil's history
(B) Brazil's independence
(C) Brazil's football victories
(D) the Brazilian Ambassador's birthday

22. Who is organizing the activities?

(A) Sra. Ferreira
(B) The Brazilian Embassy
(C) The Brazilian Ambassador
(D) The Ministry of Culture and Sports

23. The cocktail will be held at the…

(A) film festival
(B) hotel selected
(C) Brazilian embassy
(D) ambassador's residence

24. The exhibition be held in week…

(A) one
(B) two
(C) three
(D) four

25. At the film festival, persons will learn about…

(A) Brazilian cities
(B) Brazil's culture
(C) Brazil's history
(D) Brazilian music

GO ON TO THE NEXT PAGE

PART B

READING COMPREHENSION

35 minutes

SECTION I

Instructions: **Read the information given in the invitation below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given and shade the corresponding space on your answer sheet. There is no sample question for this section.**

O Convite

O quinto aniversário do José é no sábado, dia 1º de abril, e nós, pais e parentes, convidamos você e sua família para celebrar conosco.

Às duas da tarde vamos ao parque para jogar o críquete, porque José não gosta de futebol. Depois vamos comer frango assado e o bolo do aniversário.

Venha celebrar conosco!



26. Quando é a celebração do aniversário de José?

(A) Na sexta
(B) No sábado
(C) Na quinta
(D) No domingo

27. Quem está fazendo o convite?

(A) José
(B) Os pais
(D) Os pais e os parentes
(C) José e os seus amigos

28. Onde será a celebração?

(A) Na casa
(B) Na escola
(C) No parque
(D) No shopping

29. Eles vão jogar...

(A) tênis
(B) críquete
(C) futebol
(D) basquete

30. Qual doce eles vão comer?

(A) O bolo
(B) O frango
(C) O brigadeiro
(D) O pão de queijo

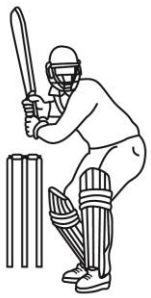
SECTION II

Instructions: **Read the information given in the announcement below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given and shade the corresponding space on your answer sheet. There is no sample question for this section.**

ANÚNCIO

Estudantes que estiverem interessados em esportes podem contatar o Sr. Gonçalves para indicar a qual clube eles querem se associar. Os clubes funcionam a partir das 14 até às 15 horas.







Segunda-feira: basquete

Terça-feira: futebol

Quarta-feira: tênis

Quinta-feira: críquete

Obs: Os alunos da creche e do nível primário não podem se associar.

31. Do que é o anúncio?

(A) Assistindo às aulas de esportes
(B) Comprando roupas de esporte
(C) Inscrevendo-se nos clubes de esportes
(D) Participando numa competição de esportes

32. Quem podem associar?

(A) Todos os estudantes
(B) Os estudantes da creche
(C) Os estudantes do nível primário
(D) Os estudantes do nível secundário

33. Quantas opções de esporte a escola vai oferecer?

(A) Duas
(B) Três
(C) Cinco
(D) Quarto

34. A que horas as atividades começam?

(A) A uma hora da tarde
(B) Ás três horas da tarde
(C) Ás duas horas da tarde
(D) Ás quatro horas da tarde

35. Que dia não vai ter esportes?

(A) Domingo
(B) Sábado
(C) Sexta-feira
(D) Quinta-feira

ANÚNCIO

PRECISA-SE URGENTEMENTE DE ENFERMEIRO(A)



Precisa-se de um(a) enfermeiro(a) para cuidar de senhor idoso que reside com seu filho à Rua Doutor Pedro Magalhães, São Paulo Centro. O(a) professional deve ter experiência de pelo menos cinco anos de experiência com idosos e ter entre 25 e 35 anos. O trabalho é de segunda à sexta-feira, com salário atraente. Benefícios: quarto, refeições e carro. Os interessados devem enviar seu currículo electronicamente ao Sr. Carlos Santana até o dia 17 de junho. E-mail: carlossantana@hotmail.com

36. O Sr. Carlos Santana procura ...

(A) um médico
(B) um dentista
(C) uma enfermeira
(D) um administrador

37. A enfermeira vai cuidar de...

(A) um idoso
(B) um adulto
(C) uma criança
(D) uma mulher

38. A enfermeira vai trabalhar...

(A) todos os dias
(B) nos fins de semana
(C) de segunda-feira até sexta-feira
(D) de segunda-feira até quinta-feira

39. Os benefícios do emprego incluem...

(A) refeições e quarto
(B) trinta dias de férias e carro
(C) casa, salário excelente e carro
(D) salário fixo, trinta dias de férias e carro

40. A enfermeira interessada deve...

(A) falar com o filho
(B) visitar a casa e conhecer o idoso
(C) escrever uma carta ao idoso
(D) enviar seu currículo por e-mail

SECTION III

<u>Instructions</u>: Read the information given in the advertisement below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given and shade the corresponding space on your answer sheet. There is no sample question for this section.

À Venda



Um cachorrinho de oito meses.

Ele responde ao nome Bento e é obediente. Ele é preto e branco.

Eu sou dona de uma loja e preciso viajar muito.

Ele tem todas as vacinas, mas precisa de xampu, de talco e de brinquedos, todos disponíveis no pet shop.

Pode me visitar na sapataria perto da escola.

Marta da Silva

41. A Marta está vendendo um...

(A) gato
(B) burro
(C) pássaro
(D) cachorro

42. Qual é a profissão da Marta?

(A) Empresária
(B) Professora
(C) Veterinária
(D) Viajante

43. O novo dono precisa comprar...

(A) comida, talco
(B) xampu, talco
(C) xampu, talco e brinquedo
(D) vacinas, brinquedos, roupas

44. Onde pode contatar a Marta?

(A) Na escola
(B) No mercado
(C) Na sapataria
(D) No supermercado

GO ON TO THE NEXT PAGE

45. O novo dono pode comprar as coisas...

(A) no pet shop
(B) na farmácia
(C) na sapataria
(D) no supermercado

SUPERPROMOÇÃO



Compre uma calça jeans e ganhe outra com 50% de desconto
(por tempo limitado)!
Todos os estilos e todas as marcas!
Outros descontos em bermudas, saias, vestidos, blusas, camisas, camisetas,
e jaquetas – vários tamanhos, várias cores.
A escolha é sua, o desconto imediato!
Horário de funcionamento: de segunda a sábado, das 10 às 22 horas; domingos e feriados, das 14 às 20 horas
Loja New Look
Norte Shopping

46. Na Loja New Look se vende...

(A) roupa
(B) óculos
(C) sapatos
(D) novidades

47. O desconto de 50% é para...

(A) tudo na loja
(B) apenas calças
(C) bermudas, saias, vestidos
(D) blusas, camisas, camisetas

48. Os clientes podem aproveitar a promoção...

(A) imediatamente
(B) apenas aos sábados
(C) no futuro distante
(D) no futuro imediato

49. Esta loja está aberta...

(A) todos os dias
(B) de segunda a sexta
(C) de segunda a sábado
(D) apenas no fim de semana

50. Aos domingos e feriados, a loja fecha às...

(A) dez horas da noite
(B) oito horas da noite
(C) oito horas da manhã
(D) dez horas da manhã

END OF TEST

PORTUGUESE SPECIMEN PAPER 2015

Item	Specific Objective	Key	Item	Specific Objective	Key
1	1.5	A	**26**	1.3	B
2	1.4	C	**27**	1.4a	C
3	3.1b	A	**28**	1.5	C
4	4.1	B	**29**	3.1	B
5	5.1	D	**30**	3.4	A
6	1.3	C	**31**	4.1	C
7	5.4	D	**32**	4.2	D
8	5.4	B	**33**	4.2	D
9	5.6	C	**34**	4.5a	C
10	2.3	A	**35**	4.5a	D
11	1.2c	D	**36**	5.1	C
12	2.3	C	**37**	5.1	A
13	3.4a	D	**38**	2.5	D
14	5.1b	C	**39**	5.2	A
15	4.4	A	**40**	5.1	D
16	4.1	B	**41**	1.4b	D
17	2.7	D	**42**	5.1	A
18	1.2	B	**43**	4.1	C
19	3.4	C	**44**	4.1	A
20	2.3	A	**45**	1.5	C
21	3.3	B	**46**	2.4	A
22	3.3	B	**47**	2.4	B
23	3.3	D	**48**	2.4	A
24	3.3	B	**49**	2.5	A
25	3.3	C	**50**	2.5	B

TEST CODE **05143010 – TS**

SPEC 2015/05143010 – TS

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE® EXAMINATION

PORTUGUESE

SPECIMEN PAPER

TEACHER'S SCRIPT

PART A

LISTENING COMPREHENSION

40 minutes

SECTION I

<u>Instructions</u>: In this section you will hear a single statement or question followed by FOUR responses. Choose the response that BEST corresponds to the picture in your test booklet and shade the corresponding space on your answer sheet. For example,

You see:

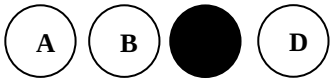


You hear:

O que ela faz durante o verão?

(A) Não faz nada.
(B) Visita um arranha-céu.
(C) Vai ao exterior este ano.
(D) Vai ao aeroporto como sempre.

<u>Sample Answer</u>



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture. Listen to the statement or question based on it.

1. Onde está Maria? (15 seconds)

(A) Está na cozinha.
(B) Está no banheiro.
(C) Está no dormitório.
(D) Está na sala de estar.

2. Qual esporte a Rosa pratica nos sábados? (15 seconds)

(A) Pratica vôlei.
(B) Pratica futebol.
(C) Pratica natação.
(D) Pratica basquete.

3. O que o Ronaldo faz depois das aulas todos os dias? (15 seconds)

(A) Toca piano.
(B) Visita o museu.
(C) Toca violino.
(D) Visita a biblioteca

4. O que a Isabel está comprando no supermercado? (15 seconds)

(A) Está comprando pão.
(B) Está comprando frutas.
(C) Está comprando carne.
(D) Está comprando cereal.

5. Qual é a profissão daquele homem? (15 seconds)

(A) Ele é piloto.
(B) Ele é professor.
(C) Ele é bombeiro.
(D) Ele é enfermeiro.

SECTION II

<u>Instructions</u>: In this section you will hear a number of situations. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

Amigos, procuro um exemplo.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

(A) Não tenho exemplo.
(B) Tá bom! Boa sorte!
(C) Meu pai trabalha aqui.
(D) Marta é uma empregada também.

<u>Sample Answer</u>



The correct answer is (B), so you would shade the space with the letter (B) on your answer sheet.

Listen to each situation.

6. Quero estudar línguas para ...

7. Paulo chega tarde à aula por causa do trânsito na estrada. Como Paulo chega?

8. Senhora, eu quero ir a Orlando de avião. Quanto custa, por favor?

9. O voo Gol 22 para Boa Vista sai às 10 horas do Portão número 2. Nataniel está ...

10. Durante as férias, gosto muito de ir ...

11. Oi, João, esta é a minha colega, Clara. O que João diz a Clara?

12. Bom dia, senhor! Por favor, onde fica o escritório do diretor?

13. Antônio quer comer frango frito, arroz doce e pastel de feijão porque ...

14. Um rapaz anda pela rua gritando em voz alta, “Laranjas baratas! Laranjas baratas!” Quem é?

15. Senhora, quanto custa esta blusa? Onde está Cândida?

SECTION III

<u>Instructions</u>: In this section you will hear two selections. Each selection will be followed by a number of questions or incomplete statements. Select the BEST response to the question or statement and shade the corresponding space on your answer sheet. Each selection will be read twice. There is no sample question in this section.

INSTRUCTIONS TO THE TEACHER

The selections should be read at a normal pace, each taking approximately 30 seconds. The reading should be done in such a way as to convey changes of voice (in dialogue, for example), but explanatory gestures are not permissible.

(The teacher should read the instructions aloud to the candidates immediately before the selection.)

<u>SELECTION A</u>

Listen carefully while I read Selection A for the first time.

Todo sábado, Mônica vai à pizzaria e compra pizza de dois sabores: mussarela e calabresa. Como ela gosta de comer, ela sempre come toda a parte de calabresa. O restante ela leva para seu irmão Carlos, que permanece em casa.

- **Look at Questions 16 to 20 in your booklet. You have two minutes to read the questions and make notes.**
- **Now listen to the selection again.**
- **You have 5 minutes to answer Questions 16 to 20 on your answer sheet.**

<u>SELECTION B</u>

Listen carefully while I read Selection B for the first time.

Para comemorar a independência do Brasil, a embaixada vai ter um mês de atividades em setembro. Durante a primeira semana, vai haver um festival de cinema sobre a história do Brasil como tema principal; na segunda semana, uma exposição; na terceira semana, jogos de futebol amistosos e, na última semana, um coquetel na residência do embaixador na sexta à noite. Para mais informação, por favor, contate a Sra. Ferreira.

- **Look at Questions 21 to 25 in your booklet. You have two minutes to read the questions and make notes.**
- **Now listen to the selection again.**
- **You have 5 minutes to answer Questions 21 to 25 on your answer sheet.**

STOP. THIS IS THE END OF THE LISTENING COMPREHENSION. NOW GO ON TO THE NEXT PAGE AND WORK THROUGH THE READING COMPREHENSION AS QUICKLY AND AS CAREFULLY AS YOU CAN. IF YOU CANNOT ANSWER A QUESTION, GO ON TO THE NEXT ONE. YOU CAN GO BACK TO THAT QUESTION LATER.

TEST CODE **05143010**

SPEC 2015/05143010

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE® EXAMINATION

PORTUGUESE

PART A – LISTENING COMPREHENSION
PART B – READING COMPREHENSION

SPECIMEN PAPER

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This examination consists of 50 items. There are 25 in Part A and 25 in Part B. You have 1 hour and 15 minutes to answer the items.

2. Each item has four possible answers: (A), (B), (C), (D). Read each item carefully and choose the correct answer.

3. On your answer sheet, find the number that corresponds to the item you intend to answer and shade the answer space.

4. If you want to change your answer, be sure to erase your old answer completely and fill in your new choice.

5. When the invigilator gives you permission to begin, turn the page and work as quickly and as carefully as you can.

6. If you cannot answer an item, go on to the next one. You may return to that item later.

7. The answer sheet has more spaces than there are items on this test. Do NOT shade any of the extra spaces.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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PART A

LISTENING COMPREHENSION

40 minutes

SECTION I

Instructions: In this section you will hear a single statement or question followed by FOUR responses. Choose the response that BEST corresponds to the picture in your test booklet and shade the corresponding space on your answer sheet. For example,

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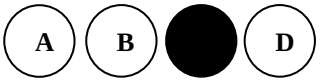


You hear:

O que ela faz durante o verão?

(A) Não faz nada.
(B) Visita um arranha-céu.
(C) Vai ao exterior este ano.
(D) Vai ao aeroporto como sempre.

Sample Answer



The correct answer is (C), so you would shade the space with the letter (C) on your answer sheet.

Look at each picture. (15 seconds)

Listen to the statement or question based on it.

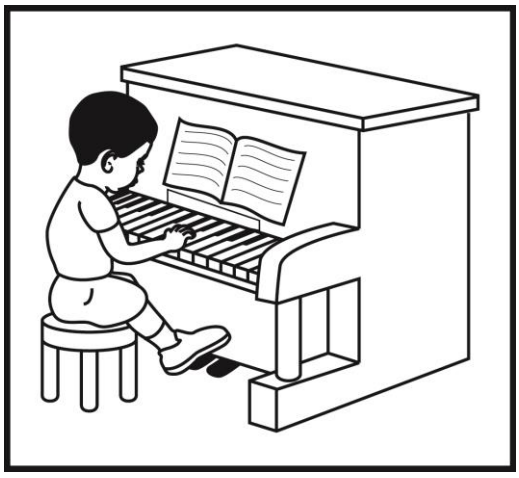
1.



2.



3.



4.



5.



SECTION II

Instructions: In this section you will hear a number of situations. Each situation will be read twice. Choose the response which BEST answers the question or completes the statement. For example, you will hear:

Amigos, procuro um exemplo.

After examining the suggested responses, you should select the BEST response and shade the corresponding space on your answer sheet.

(A) Não tenho exemplo.
(B) Tá bom! Boa sorte!
(C) Meu pai trabalha aqui.
(D) Marta é uma empregada também.

Sample Answer



The correct answer is (B), so you would shade the space with the letter (B) on your answer sheet.

Listen carefully to each situation.

6. (A) malhar
(B) pensar
(C) viajar
(D) descansar

7. (A) No barco
(B) No avião
(C) No metrô
(D) No ônibus

8. (A) O voo sai ao meio-dia.
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(D) É bom comprar uma passagem on-line.

9. (A) visitando a sua família
(B) viajando para a Guiana
(C) esperando no aeroporto
(D) passeando com os seus amigos

10. (A) à praia
(B) à escola
(C) ao hospital
(D) a reuniões

11. (A) Até logo, Clara.
(B) Desculpe, Clara.
(C) Sinto muito, Clara.
(D) Muito prazer, Clara.

12. (A) É de madeira.
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(C) Fica perto da biblioteca.
(D) Fica no campo de futebol.

13. (A) Ele está muito doente.
(B) Ele está muito cansada.
(C) Ele está com muita sede.
(D) Ele está com muita fome.

14. (A) Um piloto
(B) Um advogado
(C) Um vendedor
(B) Um professor

15. (A) Na loja
(B) Na praia
(C) No cinema
(D) Na sapataria

GO ON TO THE NEXT PAGE

SECTION III

Instructions: In this section you will hear two selections. Each selection will be followed by a number of questions or incomplete statements. Select the BEST response to the question or statement and shade the corresponding space on your answer sheet. Each selection will be read twice. There is no sample question in this section.

SELECTION A

16. Where does Mônica buy the pizza?

(A) In the store
(B) In the pizza shop
(C) In the supermarket
(D) At the shopping centre

17. On which day does Mônica buy pizza?

(A) Sunday
(B) Thursday
(C) Friday
(D) Saturday

18. How many flavours does the pizza have?

(A) One
(B) Two
(C) Three
(D) Four

19. What flavour of the pizza does Mônica eat?

(A) Tomato
(B) Chicken
(C) Pepperoni
(D) Catupiry cheese

20. Where is Mônica's brother, Carlos?

(A) At home
(B) In the pizza shop
(C) Near to the pizza shop
(D) At the football ground

SELECTION B

21. What is being celebrated in September?

(A) Brazil's history
(B) Brazil's independence
(C) Brazil's football victories
(D) the Brazilian Ambassador's birthday

22. Who is organizing the activities?

(A) Sra. Ferreira
(B) The Brazilian Embassy
(C) The Brazilian Ambassador
(D) The Ministry of Culture and Sports

23. The cocktail will be held at the…

(A) film festival
(B) hotel selected
(C) Brazilian embassy
(D) ambassador's residence

24. The exhibition be held in week…

(A) one
(B) two
(C) three
(D) four

25. At the film festival, persons will learn about…

(A) Brazilian cities
(B) Brazil's culture
(C) Brazil's history
(D) Brazilian music

GO ON TO THE NEXT PAGE

PART B

READING COMPREHENSION

35 minutes

SECTION I

Instructions: **Read the information given in the invitation below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given and shade the corresponding space on your answer sheet. There is no sample question for this section.**

O Convite

O quinto aniversário do José é no sábado, dia 1º de abril, e nós, pais e parentes, convidamos você e sua família para celebrar conosco.

Às duas da tarde vamos ao parque para jogar o críquete, porque José não gosta de futebol. Depois vamos comer frango assado e o bolo do aniversário.

Venha celebrar conosco!



26. Quando é a celebração do aniversário de José?

(A) Na sexta
(B) No sábado
(C) Na quinta
(D) No domingo

27. Quem está fazendo o convite?

(A) José
(B) Os pais
(D) Os pais e os parentes
(C) José e os seus amigos

28. Onde será a celebração?

(A) Na casa
(B) Na escola
(C) No parque
(D) No shopping

29. Eles vão jogar...

(A) tênis
(B) críquete
(C) futebol
(D) basquete

30. Qual doce eles vão comer?

(A) O bolo
(B) O frango
(C) O brigadeiro
(D) O pão de queijo

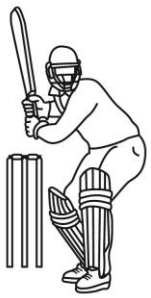
SECTION II

Instructions: **Read the information given in the announcement below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given and shade the corresponding space on your answer sheet. There is no sample question for this section.**

ANÚNCIO

Estudantes que estiverem interessados em esportes podem contatar o Sr. Gonçalves para indicar a qual clube eles querem se associar. Os clubes funcionam a partir das 14 até às 15 horas.







Segunda-feira: basquete

Terça-feira: futebol

Quarta-feira: tênis

Quinta-feira: críquete

Obs: Os alunos da creche e do nível primário não podem se associar.

31. Do que é o anúncio?

(A) Assistindo às aulas de esportes
(B) Comprando roupas de esporte
(C) Inscrevendo-se nos clubes de esportes
(D) Participando numa competição de esportes

32. Quem podem associar?

(A) Todos os estudantes
(B) Os estudantes da creche
(C) Os estudantes do nível primário
(D) Os estudantes do nível secundário

33. Quantas opções de esporte a escola vai oferecer?

(A) Duas
(B) Três
(C) Cinco
(D) Quarto

34. A que horas as atividades começam?

(A) A uma hora da tarde
(B) Ás três horas da tarde
(C) Ás duas horas da tarde
(D) Ás quatro horas da tarde

35. Que dia não vai ter esportes?

(A) Domingo
(B) Sábado
(C) Sexta-feira
(D) Quinta-feira

ANÚNCIO

PRECISA-SE URGENTEMENTE DE ENFERMEIRO(A)



Precisa-se de um(a) enfermeiro(a) para cuidar de senhor idoso que reside com seu filho à Rua Doutor Pedro Magalhães, São Paulo Centro. O(a) professional deve ter experiência de pelo menos cinco anos de experiência com idosos e ter entre 25 e 35 anos. O trabalho é de segunda à sexta-feira, com salário atraente. Benefícios: quarto, refeições e carro. Os interessados devem enviar seu currículo electronicamente ao Sr. Carlos Santana até o dia 17 de junho. E-mail: carlossantana@hotmail.com

36. O Sr. Carlos Santana procura ...

(A) um médico
(B) um dentista
(C) uma enfermeira
(D) um administrador

37. A enfermeira vai cuidar de...

(A) um idoso
(B) um adulto
(C) uma criança
(D) uma mulher

38. A enfermeira vai trabalhar...

(A) todos os dias
(B) nos fins de semana
(C) de segunda-feira até sexta-feira
(D) de segunda-feira até quinta-feira

39. Os benefícios do emprego incluem...

(A) refeições e quarto
(B) trinta dias de férias e carro
(C) casa, salário excelente e carro
(D) salário fixo, trinta dias de férias e carro

40. A enfermeira interessada deve...

(A) falar com o filho
(B) visitar a casa e conhecer o idoso
(C) escrever uma carta ao idoso
(D) enviar seu currículo por e-mail

SECTION III

<u>Instructions</u>: Read the information given in the advertisement below. The information is followed by a number of questions or incomplete statements. Select the answer that is BEST according to the information given and shade the corresponding space on your answer sheet. There is no sample question for this section.

À Venda



Um cachorrinho de oito meses.

Ele responde ao nome Bento e é obediente. Ele é preto e branco.

Eu sou dona de uma loja e preciso viajar muito.

Ele tem todas as vacinas, mas precisa de xampu, de talco e de brinquedos, todos disponíveis no pet shop.

Pode me visitar na sapataria perto da escola.

Marta da Silva

41. A Marta está vendendo um...

(A) gato
(B) burro
(C) pássaro
(D) cachorro

42. Qual é a profissão da Marta?

(A) Empresária
(B) Professora
(C) Veterinária
(D) Viajante

43. O novo dono precisa comprar...

(A) comida, talco
(B) xampu, talco
(C) xampu, talco e brinquedo
(D) vacinas, brinquedos, roupas

44. Onde pode contatar a Marta?

(A) Na escola
(B) No mercado
(C) Na sapataria
(D) No supermercado

GO ON TO THE NEXT PAGE

45. O novo dono pode comprar as coisas...

(A) no pet shop
(B) na farmácia
(C) na sapataria
(D) no supermercado

SUPERPROMOÇÃO



Compre uma calça jeans e ganhe outra com 50% de desconto
(por tempo limitado)!
Todos os estilos e todas as marcas!
Outros descontos em bermudas, saias, vestidos, blusas, camisas, camisetas,
e jaquetas – vários tamanhos, várias cores.
A escolha é sua, o desconto imediato!
Horário de funcionamento: de segunda a sábado, das 10 às 22 horas; domingos e feriados, das 14 às 20 horas
Loja New Look
Norte Shopping

46. Na Loja New Look se vende...

(A) roupa
(B) óculos
(C) sapatos
(D) novidades

47. O desconto de 50% é para...

(A) tudo na loja
(B) apenas calças
(C) bermudas, saias, vestidos
(D) blusas, camisas, camisetas

48. Os clientes podem aproveitar a promoção...

(A) imediatamente
(B) apenas aos sábados
(C) no futuro distante
(D) no futuro imediato

49. Esta loja está aberta...

(A) todos os dias
(B) de segunda a sexta
(C) de segunda a sábado
(D) apenas no fim de semana

50. Aos domingos e feriados, a loja fecha às...

(A) dez horas da noite
(B) oito horas da noite
(C) oito horas da manhã
(D) dez horas da manhã

END OF TEST

PORTUGUESE SPECIMEN PAPER 2015

Item	Specific Objective	Key	Item	Specific Objective	Key
1	1.5	A	**26**	1.3	B
2	1.4	C	**27**	1.4a	C
3	3.1b	A	**28**	1.5	C
4	4.1	B	**29**	3.1	B
5	5.1	D	**30**	3.4	A
6	1.3	C	**31**	4.1	C
7	5.4	D	**32**	4.2	D
8	5.4	B	**33**	4.2	D
9	5.6	C	**34**	4.5a	C
10	2.3	A	**35**	4.5a	D
11	1.2c	D	**36**	5.1	C
12	2.3	C	**37**	5.1	A
13	3.4a	D	**38**	2.5	D
14	5.1b	C	**39**	5.2	A
15	4.4	A	**40**	5.1	D
16	4.1	B	**41**	1.4b	D
17	2.7	D	**42**	5.1	A
18	1.2	B	**43**	4.1	C
19	3.4	C	**44**	4.1	A
20	2.3	A	**45**	1.5	C
21	3.3	B	**46**	2.4	A
22	3.3	B	**47**	2.4	B
23	3.3	D	**48**	2.4	A
24	3.3	B	**49**	2.5	A
25	3.3	C	**50**	2.5	B

Caribbean Examinations Council
Prince Road, Pine Plantation Road,
St Michael BB11091
Tel: (246) 227 1700
Email: cxcezo@cxc.org