



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

MODERN LANGUAGES

CXC 27/O/SYLL 15

Effective for examinations from May–June 2017



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NOTE TO TEACHERS AND LEARNERS

The Modern Languages Syllabus (CXC 27/0/SYLL 15) was amended in 2015 for first examination in 2017.

Teaching is expected to commence on the amended syllabus in September 2015.

The amendments to the syllabus are indicated by italics.

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.

Modern Languages Syllabus

◆ RATIONALE

Language and communication are central to our everyday interactions. Global trends and technological advances have reduced distances, bringing nations and languages into our homes, connecting us with every part of the globe and increasing opportunities for trade, travel and employment. 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.

Language must be seen as integrally linked to culture. The study of French, *Portuguese* and Spanish provides an opportunity for *students* to develop an understanding and appreciation of the cultural and historical contexts of societies in the Americas. Students will acquire the skills, attitudes and knowledge that will contribute to a growing understanding of themselves and their 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.

The Modern Languages Syllabus focuses on developing students' ability to communicate in *three* of the languages in use in the *Americas*. As students develop the competence to listen, speak, read and write in French, *Portuguese* and Spanish and interpret aspects of the culture in which the languages are embedded, they acquire the means to facilitate deeper interaction with our neighbours. The topics selected for the syllabus reflect areas of interest to secondary school students. Language learning, therefore, provides an opportunity for students to compare their own experiences with those of their peers in Francophone, *Lusophone*¹ and Hispanic countries in the region.

In designing *this* syllabus, care has been taken to ensure that it reflects current trends in the teaching and assessment of modern languages at the secondary level. Ultimately, students will be equipped to meet the needs of living, studying and working in a multilingual region and in a culturally and linguistically diverse world.

◆ AIMS

The syllabus aims to:

1. encourage the acquisition of fundamental language skills needed to function successfully in practical everyday situations requiring the use of the target language(s);
2. develop an understanding of the standard spoken and written forms of French, *Portuguese and Spanish*;
3. encourage communication in French, *Portuguese* and Spanish in a manner acceptable to native speakers;

¹ *Lusophone – Portuguese-speaking.*



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4. encourage students to appreciate their own culture(s) and those of their neighbouring Francophone, *Lusophone* and Hispanic countries;
5. develop a foundation for further study and the world of work.

◆ GENERAL OBJECTIVES

On completion of the syllabus, students should:

1. understand and respond appropriately to spoken French, *Portuguese* and Spanish from a variety of sources;
2. communicate orally in French, *Portuguese* and Spanish in everyday situations;
3. elicit and provide opinions and information;
4. express ideas and emotions;
5. read and understand material written in French, *Portuguese* and Spanish;
6. communicate appropriately and accurately in writing in French, *Portuguese* and Spanish;
7. develop insight into the cultures of the Francophone, *Lusophone* and Hispanic peoples of the *continent*.

The General Objectives may be grouped under the following headings:

1. RECEPTIVE

On completion of the syllabus, students should:

- (a) understand the language as *it is* spoken clearly and simply;
- (b) understand the language as written in selected or adapted texts.

2. PRODUCTIVE

On completion of the syllabus, students should speak and write the language in a manner that is understood by the native speaker.

◆ SPECIFIC OBJECTIVES

Students should be able to:

1. respond appropriately to spoken forms of French, *Portuguese* and Spanish in everyday situations, for example, questions and directions;
2. identify the main points of a conversation and a continuous passage;
3. use appropriate pronunciation and intonation when reading in French, *Portuguese* and Spanish;
4. respond appropriately to simple written statements and instructions in French, *Portuguese* and Spanish in everyday situations, for example, questions and directions;
5. answer questions based on a continuous passage or dialogue, factual reports, written explanations, or other graphic stimuli;
6. respond appropriately to written material in French, *Portuguese* and Spanish using everyday situations;
7. give explanations, directions and descriptions;
8. request explanations, directions and descriptions;
9. participate in conversations based on everyday topics;
10. respond orally in everyday situations in a manner acceptable to native speakers;
11. express ideas at a level of linguistic accuracy acceptable to a native speaker;
12. write simple information and statements related to practical everyday situations;
13. write simple information and statements relevant to their experiences;
14. express ideas and opinions in continuous writing in French, *Portuguese* and Spanish, for example, in compositions, letters and dialogues.

◆ SUGGESTED TIMETABLE ALLOCATION

It is recommended that a minimum of five 40-minute periods per week, *over two academic years* or the equivalent be allocated to the syllabus.

◆ CERTIFICATION

The syllabus is offered for General Proficiency certification. A candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale as well as a letter grade for each of four profile dimensions, namely, Listening, Reading, Speaking and Writing.

◆ DEFINITION OF PROFILE DIMENSIONS

On completion of the syllabus, students are expected to develop skills under four profile dimensions:

- Listening** - the ability to demonstrate comprehension of meaning conveyed through oral/aural stimuli.
- Reading** - the ability to demonstrate comprehension of meaning conveyed through pictorial or written stimuli.
- Speaking** - production of spoken language in response to oral, aural or written stimuli.
- Writing** - production of the written language in response to written and/or pictorial stimuli.

◆ WEIGHTING OF THE SKILLS

The General Proficiency examination places the emphasis on the production of the language and the ratio of Productive skills: Receptive skills is 58:42.

◆ FORMAT OF THE EXAMINATIONS

GENERAL PROFICIENCY

Paper 01 A 60-item Multiple-Choice test in two Parts.
(1 hour 20 minutes)

PART A – Listening Comprehension (30 Items)

- Section I: (8 items)* Requires candidates to listen to a sentence and choose, from among four pictures in their test booklet, the picture that corresponds to the sentence.
- Section II: (8 items)* Requires candidates to listen to a sentence followed by a question or an incomplete statement. They should choose the most appropriate response from among the four options provided.
- Section III: (6 items)* Requires candidates to listen to two selections in the target language followed by a number of questions. For each question they will choose the best response.



Section IV: (8 items)

Candidates are required to listen to a passage in the target language. Questions on the passage as well as four possible answers for each question are provided. They are to choose the most appropriate answer from among the four options provided.

PART B – Reading Comprehension (30 Items)

Section I: (8 items)

Eight sentences are given each containing a blank space. Candidates are required to choose the most appropriate response from the four options provided.

Section II: (8 items)

Candidates are given a short selection with blank spaces. They are required to choose the response that is grammatically correct from among the four options provided.

Section III: (7 items)

Candidates are given a short selection with blank spaces. They are required to choose the most appropriate response from the four options provided.

Section IV: (7 items)

Candidates are given TWO reading selections. For each selection, questions are given. They are to choose the best response from the four options provided.

Paper 02
(2 hours 15 minutes)

A written paper in **four** Sections, one question in each Section. All sections and questions are compulsory.

Section I:

Requires candidates to provide written responses in the target language to a series of situations described in English.

Section II:

Requires candidates to write an informal letter of about 130–150 words in the target language.

Section III:

Requires candidates to write a contextual dialogue of between 80–100 words and to complete information using cues in English.

Section IV:

Requires candidates to answer questions in English, based on a Reading Comprehension passage in the target language.

Paper 03
(10 – 15 minutes per candidate)

An oral examination in the target language. The examination has three Sections.

Candidates will be required to

- (i) respond orally to situations given in English;
- (ii) read a passage aloud;
- (iii) participate in guided conversation on selected everyday topics.

Section I:	<i>Requires candidates to respond orally to situations and/or instructions given in English.</i>
Section II:	<i>Requires candidates to read a passage aloud.</i>
Section III:	<i>Requires candidates to participate by responding to four questions on each of four topics.</i>

GUIDELINES FOR PAPER 03

The Mark Scheme for Paper 03, the Oral Examination, provides a clear guide of what is required from the candidates for each of the three aspects of the examination (see Mark Scheme at end of syllabus). Teachers should use the Mark Scheme and the following guidelines in preparing students for the Paper 03 examination.

Situational responses

Candidates will be required to respond orally to situations and/or instructions given in English.

When preparing students for this Section of the examination it is crucial that they are familiar with the different functions listed in the syllabus. Each situation responds to a function, for example, requesting, thanking or expressing condolences, to name a few. Students should be taught how to recognise the functions and to respond appropriately to them.

They should be guided to the quality of responses needed. They should know that one word answers, such as ‘thanks’ and ‘yes’ and ‘no’, do not reflect how much of the language they know. At the same time, they should be warned that answers that are too long may incur penalties for grammar. An ideal response is one that is appropriate with only the essential information required. Students will have an opportunity in the general question Section of the examination to demonstrate how much of the language they know.

Reading passages

Candidates will be required to read a passage aloud.

Teachers should ensure that students are very familiar with the sounds specific to the language which they are learning. Students must be familiar with the:

- (a) *vowel sounds;*
- (b) *the changes in sounds depending on where the letters are placed in the word as well as the variations of sounds from one region or country to the other;*
- (c) *intonation and stress.*

Teachers should therefore ensure that students are familiar with the rules of accentuation, intonation and stress.



Guided conversation

Candidates will be required to participate in conversation by responding to four questions on each of **four** topics. The guided conversations are based on the following topics:

- (a) Home and Family.
- (b) School and Career.
- (c) Sports and Recreation.
- (d) Daily Routines.
- (e) Shopping.
- (f) Travel.

When preparing students for this section of the examination teachers should ensure that students:

- (a) are familiar with the interrogatives;
- (b) listen carefully to the entire question and to what the question is asking before they respond;
- (c) avoid responses that are simply 'yes' and 'no'. Encourage them to provide a comprehensive answer. There is no penalty for saying too much;
- (d) vary their vocabulary as much as possible, using synonyms and idiomatic expressions.

WEIGHTING OF EXAMINATION COMPONENTS

Paper	Section	Mark Allocation				Total Marks	(%)
		Receptive		Productive			
		Listen	Read	Speak	Write		
Paper 01	1	30				60	(25)
	2		30				
Paper 02	1				30	100	(42)
	2				30		
	3				20		
	4		20				
Paper 03	1			25		80	(33)
	2			10			
	3	20		25			
Marks		50	50	60	80	240	
% Per Profile		21	21	25	33	100	(100)

◆ CONTENT

The syllabus content on pages 10–32 has been organised around three main concepts: Functions and Notions, Settings and Topics, and Grammar and Lexis. These form the headings for three parallel columns, which should NOT be considered separately. In the Syllabus, emphasis is placed on the students' ability to use the target language in a functional way. Therefore, the basic functions needed for communication are identified. It is intended that these functions should be the core of the instructional planning process.

Functions, however, are performed in particular contexts and, therefore, the settings in which the functions are likely to be performed are identified. The last column provides some examples of the relevant grammar and vocabulary. However, these are not exhaustive as they are intended to be examples only.

This approach used in organising the syllabus seeks to shift attention away from a purely structural approach to a more communicative one. It is expected that students following this syllabus will be able to carry out these functions in the target language. A brief summary of the core topics and the tenses, which students are expected to know, follows. These lists are intended to be a reminder of the basic knowledge to be acquired by the student and should not be used in isolation from the rest of the syllabus.

Use of Tenses and Moods

Candidates should be able to use the following tenses and moods as they are relevant to particular functions:

Tense

<u>French</u>	<u>Spanish</u>	<u>Portuguese</u>
Simple Present	Simple Present Present Continuous/Progressive	<i>(Simple) Present</i> <i>Present Continuous/Progressive</i>
Passé Composé Simple Past	Present Perfect Preterit(e)	<i>Present Perfect</i> <i>Preterit(e)</i>
Future Imperfect Pluperfect	Future Imperfect Pluperfect	<i>Future</i> <i>Imperfect</i> <i>*Pluperfect</i>
*Past Historic (Passé Simple) Conditional	Past Continuous Conditional	<i>Past Continuous/Progressive</i> <i>Conditional</i>

*For recognition only.

Moods

French

Indicative
Imperative
Infinitive
Present Subjunctive

Spanish

Indicative
Imperative
Infinitive
Present Subjunctive
Imperfect Subjunctive

Portuguese

Indicative
Imperative
Infinitive
Personal Infinitive
Present Subjunctive
Imperfect Subjunctive
Future Subjunctive

Voice

Active Voice
Passive Voice

1. ESTABLISHING AND MAINTAINING SOCIAL RELATIONSHIPS

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
1.1 Greetings and responses	In the classroom, in public places, at home.	Bonjour / Bonsoir Ça va? Salut Quoi de neuf? Très bien, merci. A vous aussi/A vous de même	Buenos días / Buenas tardes ¿Que tal?/ ¿Como te va? ¡Hola! ¿Qué pasa? ¿Qué hay de nuevo? Muy Bien Igualmente	<i>Bom dia / Boa tarde</i> <i>Como vai você?/Tudo bem?/Como estão as coisas?/ Que tal?</i> <i>Oi/Olá</i> <i>O que há de novo?</i> <i>Muito bom</i> <i>Igualmente</i>
1.2 Farewells	In the classroom, in the home, in the street, in social situations, at the airport, at the train station.	Au revoir, à bientôt/ à tout à l'heure / à plus tard. Bonne nuit / Bon voyage	!Hasta la vista! !Hasta luego! Adios Vaya con Dios! Buen viaje!	<i>Até logo! /Até breve!/Até mais!</i> <i>Adeus!</i> <i>Vá com Deus! / Fique com Deus</i> <i>Boa viagem</i>
1.3 Introductions	Amongst peers, younger to older, female to male, less distinguished, to more distinguished.	Je te/vous présente. C'est Voici	Le presento Quiero presentar Este es	<i>Eu quero apresentar...</i> <i>Este é</i> <i>Esta é</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
1.4 Addressing persons	On formal and social occasions, in public places, in the classroom, in the family, telephone conversations.	Monsieur, Mon cher, Mon copain, Mon ami, Mon vieux, Chéri	Señor, Compañero, Don, Doña Mi amigo	<i>O senhor, a senhora Seu/Dona O meu amigo/a minha amiga Querido/a</i>
1.5 Beginning and ending of letters	From the country of the target language to the home country and vice versa, excuses, invitations.	Cher + prénom. Mon cher, Je vous (t') embrasse Amitiés Bien des choses Grosses bises, gros bisous Ecris-moi vite	Estimado amigo, Querido, Un abrazo de tu amigo Con cariño Besos y abrazos/ Cariños y saludos de	<i>Prezado senhor/Prezada senhora/Caro senhor Cara senhora Querido/Querida Um abraço do seu amigo Com amor, com carinho Beijos e abraços</i>
1.6 Holiday Greetings	At Christmas, New Year, Easter.	Joyeux Noël, Bonne Année Joyeuses Pâques Bonne Fête Bonnes vacances Meilleurs voeux	Feliz Navidad/ Feliz Año Neuvo/ Próspero año nuevo Felices Pascuas	<i>Feliz Natal/ Feliz/Próspero Ano Novo/ Feliz Páscoa</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
1.7	Birthday wishes and other greetings for other festive days/celebrations	At home, in the street, at fêtes.	Bon anniversaire Bonne fête des Mères Bonne fête des Pères	Feliz cumpleaños Feliz día de Madres Feliz día de Padres	<i>Feliz</i> <i>Aniversário/Parabéns!</i> <i>Feliz Dia das Mães</i> <i>Feliz Dia dos Pais</i>
1.8	Toasts	Dinners, Weddings, Flag-raising ceremonies, State visits.	Vive.....! Que.....! A votre/ta santé!	!Qué viva.....! !Salud!	<i>Viva!</i> <i>Saúde!</i>
1.9	Thanking, expressing gratitude	Letter, social situations.	Merci Je vous remercie Je vous suis reconnaissant(e) Etre obligé Merci bien/ beaucoup Je vous (t') en prie De rien Il n'y a pas de quoi.	Muchas gracias Mil gracias De nada No hay de que	<i>Obrigado/a</i> <i>Muito obrigado/a</i> <i>De nada</i> <i>Não há de que!</i> <i>Não foi nada!</i>
1.10	Apologising	At home, at school, at work and other public places. On the telephone, in letters.	Etre désolé de, S'excuser de, Pardon!	Me disculpo Siento Lo siento, ¡Perdone!	<i>Sinto muito</i> <i>Desculpe!/Desculpas</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
1.11	Expressing regret and disappointment	At home, at school, at work, in other social situations.	Je suis déçu(e) de Je regrette que + subj Je te plains Pardon! Quel dommage!/ Hélas C'est dommage Tant pis	Lo siento mucho ¡Qué lástima!	<i>Sinto muito</i> <i>Que pena!</i> <i>Que lástima!</i> <i>Tanto faz</i>
1.12	Congratulations	On passing an examination; on winning a prize/contest; on a fine performance in sports, games, dances and other activities.	Je vous félicite! Félicitations! Bravo!	¡Le felicito! ¡Te felicito! ¡Felicitaciones! ¡Felicidades!	<i>Parabéns para você!</i> <i>Parabéns!</i> <i>Muitas felicidades!</i>
1.13	Expressing good wishes	On undertaking a venture.	Bonne chance! Bon courage! Je vous/ te souhaite... Bon séjour	¡Buena suerte! ¡Que le vaya bien! ¡Que te vaya bien!	<i>Boa sorte!</i> <i>Que tudo esteja/vá bem!</i> <i>Te desejo...</i>
1.14	Expressing Sympathy and Condolences	On the occasion of a death, illness and misfortune.	Condoléances! Mes plus sincères condoleances (Toutes) mes condoléances	¡Mi más profundo pésame! ¡Te acompaño en tus sentimientos!	<i>Os meus pêsames!</i> <i>Sinto muito</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
1.15	Calling attention	In the home, in school, in the street and other public places.	Attention! Tiens! Hé! Ecoute! Venez/Viens voir	¡Cuidado! ¡Mira! ¡Dios mío! ¡Oye! ¡Ojo!	<i>Cuidado!</i> <i>Veja!</i> <i>Meu Deus!/Nossa!</i> <i>Olhe!</i> <i>Ouçá!</i>
			Pardon, monsieur S'il vous plaît... Au secours! Au voleur!	¡Hola!	<i>Oi/Olá!</i>
1.16	Expressing requests	All settings and topics.	Vouloir/aimer bien Aimeriez-vous? Voulez-vous? Veuillez	Querer Quisiera Hágame el favor Tenga la bondad de	<i>Querer</i> <i>Eu gostaria</i> <i>Faça-me o favor</i> <i>Tenha a bondade de</i>
			Voudriez-vous? S'il te/vous plait	Por favor	<i>Por favor</i>
1.17	Inviting	All settings and topics.	Vouloir Je voudrais Cela me plairait S'il n'y a pas d'inconvénient	Querer, Quisiera Invitar a Gustar Si no te conviene, Si no tiene inconveniente	<i>Querer</i> <i>Eu gostaria de</i> <i>Convidar para...</i> <i>Gostar</i> <i>Se não for inconveniente/</i> <i>Se não importar</i>

2. GIVING, SEEKING AND RESPONDING TO INFORMATION

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
2.1 Identifying	In the home, in school, in stores and banks, in restaurants/ hotels/ airports/train stations/ports, in the city, in the country.	<p>Etre Qu'est-ce que c'est? C'est, ce sont. Est-ce que c'est...? Etes-vous mécanicien? A qui est le livre? Il est français? Il s'appelle..... Ta maison, c'est laquelle? Je suis le cadet/l'aîné</p>	<p>Ser ¿ Qué es? Es/son. ¿ Qué es esto? ¿Es Vd. mecánico? ¿De quién es el libro? ¿El es venezolano? El se llama... ¿Cuál es tu casa? Yo soy el menor/mayor</p>	<p>Ser Qual é / o que é É / São Que é isso? O senhor é o mecânico? Este livro é de quem? Ele é brasileiro? Ele se chama.... Qual é sua casa? Eu sou o caçula/o menor/maior</p>
2.2 Completing an application form	Offices, embassies, educational institutions, job locations.	<p>Nom Adresse Âge Date et lieu de naissance</p>	<p>Nombre Dirección Edad Fecha y lugar de nacimiento</p>	<p>Nome Endereço Idade Data e lugar de nascimento</p>
2.3 Describing	Description of persons, places, things.	<p>Il y a C'est le premier/dixième <i>Un vieil home</i> <i>Une voiture bleue</i> Une femme mariée</p>	<p>Hay Primero a décimo Un buen muchacho Un hombre rico Una mujer casada</p>	<p>Há Primeiro ao décimo Um bom garoto Um homem rico Uma mulher casada</p>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
2.4 Describing how things are done	All settings and topics.	Bien Vite	Bien Rápido	<i>Bem</i> <i>Rápido</i>
		Lentement Avec soin Sans hésiter Il est sorti en courant	Lentamente Con cuidado Sin vacilar Salió corriendo	<i>Lentamente</i> <i>Com cuidado</i> <i>Sem hesitar</i> <i>Saiu correndo</i>
2.5 Describing weather, time, season	Temperate and tropical places.	Il pleut Il fait beau au clair de <i>la</i> lune	Llueve Hace buen tiempo Hay luna	<i>Está chovendo</i> <i>O tempo está bom</i> <i>Há lua/A lua brilha</i>
		Il est midi Il est deux heures Tôt Tard Ce mois Cette année Ce matin Aujourd'hui <i>Hier,</i> <i>cette nuit</i> <i>Hier soir</i> La semaine prochaine La semaine dernière L'année prochaine L'année dernière	Es mediodía Son las dos Temprano Tarde Este mes Este año Esta mañana Hoy Ayer Esta noche <i>Anoche</i> La semana que viene <i>La semana pasada</i> <i>El año próximo</i> <i>El año pasado</i>	<i>É meio-dia</i> <i>São duas horas</i> <i>Cedo</i> <i>Tarde</i> <i>Este mês</i> <i>Este ano</i> <i>Esta manhã</i> <i>Hoje</i> <i>Ontem</i> <i>Esta noite</i> <i>À noite</i> <i>Próxima semana</i> <i>Semana passada</i> <i>Próximo ano</i> <i>Ano passado</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
Describing weather, time, season (cont'd)		Il y a deux ans/deux jours	<i>Hace dos años/vemos en dos días</i>	<i>Dois anos atrás/há dois anos, em dois dias</i>
		Il attend depuis deux jours Il attendait depuis deux jours Nous rentrons tôt le lundi Je pars lundi	<i>Hace dos días que espera</i> <i>Hacía dos días que esperaba</i> <i>Regresamos temprano el lunes</i> <i>Me voy el lunes</i>	<i>Ele espera há dois dias/Fazem dois dias que ele espera</i> <i>Voltamos para casa Segunda-feira cedo</i> <i>Vou embora na segunda-feira</i>
2.6 Narrating	Imaginative and personal incidents.	On se verra dans deux jours	<i>Nos vemos en dos días</i>	<i>Vemos-nos em dois dias</i>
		Au printemps, En été. La saison des pluies/l'hivernage Un cyclone Un ouragan <i>La saison sèche /le carême</i>	<i>En primavera</i> En el verano El verano El invierno El ciclón El huracán La estación lluviosa/seca	<i>Na primavera</i> <i>No verão</i> <i>O verão</i> <i>O inverno</i> <i>O ciclone</i> <i>O furacão</i> <i>A estação seca/chuvosa</i>
		L'argent a été volé On a volé l'argent	El dinero fue robado	<i>O dinheiro foi roubado</i> <i>Ele roubou o dinheiro</i> <i>Eles roubaram o dinheiro</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
			Se robó el dinero/Robaron el dinero	<i>Ele decidiu fazer</i> <i>Eu queria ir para casa</i>
Narrating (cont'd)		La porte s'ouvre Il allait tomber Elle venait de manger quand... Il a décidé de faire Il voulait faire	<i>Se abre la puerta</i> El iba a caer Acababa de comer cuando... Decidió hacer Quería ir a casa	<i>A porta se abre</i> <i>Ele cairia</i> <i>Ele acabou de comer quando ...</i> <i>Ele decidiu fazer</i> <i>Querira ir para casa</i>
2.7 Quantifying and listing	In shops, hotels, markets, supermarkets, in the home, in schools and other public places.	Je voudrais de la viande/du beurre/des oranges Je ne veux pas de lait En voilà une De la monnaie?...Je n'en ai pas Un ... un million Je fais chimie, <i>biologie</i> , français, espagnol... Deux kilos de ... Un litre de Une bouteille de Combien de? Beaucoup de	Quisiera carne/mantequilla/naranjas No quiero leche Toma ¿Tienes moneda?...No tengo Uno..a un millón Estudio la química, la biología, el español Dos kilos de... Un litro de... Una botella de... ¿Cuántos? Mucho	<i>Eu gostaria de carne / manteiga / laranjas</i> <i>Eu não quero leite</i> <i>Há um</i> <i>Tem troco? ... Não tenho</i> <i>Um..a um milhão</i> <i>Eu estudo química, biologia, português, espanhol, francês</i> <i>Dois quilos de ...</i> <i>Um litro de ...</i> <i>Uma garrafa de ...</i> <i>Quanto/a (s)</i>

Bien des
Trop de
Assez de
Aucun

Demasiado
Bastante
Ninguno

Muito/a (s)/ bastante

Demais / demasiado

Suficiente

Nenhum(a) /nada



FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
2.8	Locating	All settings and topics.		
		Au/à la Sur Dans Contre, à côté de Au fond de/autour de L'Afrique L'Europe Le Sénégal Le Canada Les Etats-Unis La Havane La France La Martinique Le Havre <i>Chez moi</i> <i>Vers</i> <i>En haut</i> <i>Là-bas</i> <i>Tout droit</i> <i>A droite, à gauche,</i>	Sobre En Al lado de Alrededor de La Argentina El Perú El Canadá Los Estados Unidos La Habana En casa Hacia arriba, Hacia abajo Todo derecho	<i>Sobre</i> <i>Em</i> <i>Ao lado de/em torno de/ao redor de</i> <i>A África</i> <i>A Europa</i> <i>O Senegal</i> <i>A Argentina</i> <i>O Peru</i> <i>O Canadá</i> <i>Os Estados Unidos</i> <i>Havana</i> <i>A França</i> <i>A Martinica</i> <i>O Brasil</i> <i>Portugal</i> <i>Em casa, para casa</i> <i>Acima / em cima</i> <i>Para baixo / embaixo</i> <i>Lá</i> <i>Em frente</i> <i>À direita, à esquerda</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
		<i>L'est, À l'ouest, dans le nord de</i>	A la derecha, A la izquierda	
Locating (cont'd)		<i>au nord/ nord-ouest, au sud/ au sud-est, À l'ouest, dans le nord de</i>	Al norte/noreste Al sur/sudeste	<i>o norte/nordeste, o sul/sudeste, ao oeste, ao norte</i>
2.9 Questioning and Inquiring	All settings and topics.	Quoi? Lequel? Où? Pourquoi? Quand? Comment? /Que? Qui? Je ne sais pas si.. Je me demande si... N'est-ce pas?	¿Qué? ¿Cuál? ¿Dónde? ¿Por qué? ¿Cuándo? ¿Cómo? ¿Quién? ¿No sé si...? ¿Me pregunto....? ¿Verdad?	<i>O quê?</i> <i>Qual?</i> <i>Onde?</i> <i>Por quê?</i> <i>Quando?</i> <i>Como?</i> <i>Quem?</i> <i>Não sei se ...</i> <i>Eu me pergunto se...?</i> <i>Verdade? / Não é?</i>

3. EXPRESSING OPINIONS

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
3.1 Expressing agreement and disagreement	All settings and topics	ne..pas ne..que, seulement	No. No más de/que, solamente	<i>Não.</i> <i>Não mais do que / que,</i> <i>somente (só)</i>
		Ni...non plus “Ne” without “pas” “Pas” without “ne” Avoir raison/tort Oui, si, mais si. Non, mais non. Pas question.	Ni...tampoco Tener razón/Equivocarse Sí, no. ¡De ninguna manera! <i>¡Nunca!</i>	<i>Nem ... nem/nem....</i> <i>tampouco</i> <i>Equivocar-se, errar</i> <i>Ter razão</i> <i>Sim, não.</i> <i>De jeito nenhum!</i> <i>Nunca</i>
3.2 Expressing confirmation and denial	All settings and topics	Entendu, bien sûr. être d'accord Etre d'accord avec qqn Etre d'accord pour Croire, penser, voir Entendre	¡Bueno! Estar de acuerdo con Creer, ver, parecer <i>Entender</i>	<i>Bem! Ok!</i> <i>Concordar com/estar de</i> <i>acordo com</i> <i>Crer, ver, parecer</i> <i>Entender</i>
		Il est évident que Il n'y a pas de doute que.	Es claro que/ <i>es evidente</i> <i>que</i> No hay duda que	<i>É claro que</i> <i>Não há dúvida, sem</i> <i>dúvida(s)</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	Il ne fait aucun doute J'estime que..	Creo que... GRAMMAR AND LEXIS	<i>Creio que, acredito que..</i>
		FRENCH	SPANISH	PORTUGUESE
		Je sais que Je pense que Nier C'est faux	Sé que ... Negar <i>No es verdad</i>	<i>Eu sei que... Negar Não é verdade</i>
3.3	Expressing possibility, doubts, disbelief, conjecture, certainty, uncertainty	All settings and topics Pouvoir Peut-être Impersonal expressions Etre sûr/certain Mais bien sûr! Certainement! Sans doute! Absolument!	Poder Tal vez, quizás acaso Impersonal expressions Estar seguro ¡Seguramente! Sin duda! ¡Por supuesto!	<i>Poder Talvez, tomara que, acaso, Expressões impessoais Estar seguro/a Certamente! Sem dúvida! Absolutamente! Claro!</i>
3.4	Expressing opinions	Je pense que Je crois que Je dirais A son avis, selon/ d'après Ça se dit	Creo, pienso, me parece A mi parecer En mi opinión	<i>Creio que, penso que, parece-me que, na minha opinião, a meu ver</i>

4. EXPRESSING EMOTIONS, ATTITUDES AND OTHER RESPONSES

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
4.1	Expressing approval, happiness, liking, satisfaction, disapproval, dislike, dissatisfaction	All settings and topics	<p>Vouloir, désirer, aimer être bien, être content de Approuver, plaire à, Satisfaire Allez! Chouette Zut alors! C'est bon C'est bien ne pas aimer détester Être contre/ désapprouver</p>	<p>Gustar, estar bien, estar contento con, de Satisfacer ¡Dale! ¡Qué asco! Está bien No tener inconveniente <i>No querer</i> <i>Odiar</i> <i>Estar contra</i></p>	<p><i>Gostar de, estar bem, estar contente com/por</i> <i>Aprovar, agradar a</i> <i>Satisfazer</i> <i>Ótimo</i> <i>Que nojo!</i> <i>Está bem</i> <i>Não gostar de</i> <i>Detestar, odiar</i> <i>Estar/ser contra</i> <i>Desaprovar</i></p>
4.2	Expressing preference	All settings and topics	<p>Préférer/aimer mieux</p>	<p>Preferir, gustar más, más que, menos que.</p>	<p><i>Preferir, gostar mais (do) que/menos (do) que</i></p>
4.3	Expressing interest, lack of interest	All settings and topics	<p>Negation Impersonal expressions Plaire à être intéressé par S'intéresser à Avoir envie de</p>	<p>Negation Impersonal expressions Tener interés en Interesarse en Quisiera</p>	<p><i>Negação</i> <i>Expressões impessoais</i> <i>Ter interesse em</i> <i>Interessar-se por</i> <i>Querer</i></p>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
4.4	Expressing surprise	All settings and topics	<p>S'étonner de Être surpris être étonné Surprendre Ça m'étonne que + subjunctive Ça ne m'étonné pas. C'est étonnant/ surprenant Quelle surprise Quelle joie! Ça alors!</p>	<p>Estar sorprendido</p> <p>¡Qué sorpresa! ¡ Qué alegría!</p>	<p><i>Estar a fim de</i></p> <p><i>Estar surpreso/a</i> <i>Surpreender-se</i> <i>Admirar-se com</i> <i>Maravilhar-se com</i> <i>Ficar pasmo/a com</i></p> <p><i>Que surpresa!</i> <i>Que alegria!</i> <i>Nossa!</i></p>
4.5	Expressing hope	All settings and topics	<p>Penser, espérer, compter, vouloir</p>	<p>Esperar, pensar Que + subjunctive</p>	<p><i>Esperar que, pensar que</i> <i>+ subjuntivo</i> <i>Tomara que + subjuntivo</i> <i>Gostaria de/que</i></p>
4.6	Expressing worry, fear	All settings and topics	<p>The expletive Ne Avoir peur, craindre de + infinitive, craindre que + subjunctive S'inquiéter, se soucier. Oh là là!</p>	<p>Temer, tener miedo</p> <p>Inquietarse</p>	<p><i>Temer</i> <i>Ter medo de</i> <i>Inquietar-se com</i> <i>Recear que</i> <i>Tomara que não... + subjuntivo</i></p>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
4.7	Insisting	All settings and topics	Insister sur/pour que + subjunctive Avoir l'intention de Répéter Devoir Savoir Rappeler Il faut + infinitive Il faut que + subj. Il est nécessaire que + subj.	Insistir en, Pensar + infinitive Repetir Deber Saber <i>Recordar</i> Hay que + infinitive <i>Es necesario que + subj.</i> Hace falta Necesita	<i>Insistir em</i> <i>Pensar que</i> <i>Repetir</i> <i>Dever (p.ex. você deveria...)</i> <i>Dever</i> <i>Saber</i> <i>Lembrar que/de</i> <i>É necessário que</i> <i>É preciso que</i>
4.8	Expressing want, wish, desire	All settings and topics	Désirer Chercher Avoir besoin de Aimer Vouloir Tenir à Il me faut Avoir la bonté de	Desear Buscar Querer Tener ganas de Necesitar <i>Tener la bondad de</i>	<i>Desejar</i> <i>Procurar</i> <i>Querer</i> <i>Ter vontade de</i> <i>Necessitar</i> <i>Fazer questão de</i> <i>Ter a bondade de</i> <i>Fazer o favor de</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FRENCH	SPANISH	PORTUGUESE	
4.9	Expressing willingness	All settings and topics	Vouloir bien Voulez-vous...? Volontiers Avec plaisir	Querer Tener la bondad de Con gusto	<i>Querer</i> <i>Ter vontade de</i> <i>Com prazer</i>
4.10	Granting/ seeking permission	All settings and topics	Permettre à .. de Dire à ... de Donner la permission à ... <i>D'accord</i> Laisser Demander la permission Faire une demande Pouvoir Permettez-moi Je me permets de S'il vous plaît	Permitir Dejar Dar permiso a <i>De acuerdo</i> Rogar Pedir Poder Permítame Me permite + infinitive <i>Por favor</i>	<i>Permitir</i> <i>Deixar</i> <i>Dar permissão para</i> <i>Estar de acordo (com)</i> <i>Pedir permissão para</i> <i>Poder</i> <i>Permita-me</i> <i>Deixar fazer</i> <i>Por favor</i>
4.11	Expressing obligation	All settings and topics	Devoir/ Il faut Il faut que + subj: Il est nécessaire que + subj: Etre obligé de	Deber Hay que Necesita que Tener que	<i>Dever</i> <i>Ter de/que</i> <i>Precisar</i> <i>Necessitar</i> <i>Ser obrigado/a a</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
4.12 Expressing prohibition	All settings and topics	Défendre à ... de Interdire à ... de Arrêter de Empêcher de Ne pas permettre	Impedir Dejar de Evitar Prohibirse	<i>Impedir</i> <i>Proibir</i> <i>Evitar</i> <i>Deixar de</i>
		Il est interdit de Il ne faut pas	Se prohíbe No se debe	<i>É proibido...</i> <i>Não pode...</i>
4.13 Expressing commands, instructions, directions	All settings and topics	Infinitives Negative infinitives Voulez-vous	Infinitives Negative infinitives Tener la bondad	<i>Infinitivos</i> <i>Infinitivos negativos</i> <i>Fazer o favor de...</i> <i>Por favor, ... + imperativo</i>
		Question forms: positive and negative Imperatives	Question forms: <i>positive and negative</i> Imperatives	<i>Imperativos positivos e negativos</i>
4.14 Suggesting a course of action	All settings and topics	1 st person plural imperative Question forms Suggérer/proposer de	1 st person plural imperative Question forms Sugerir/proponer	<i>Imperativo na 1ª pessoa do plural</i> <i>Formas de perguntar</i> <i>Sugerir/propor</i>
		Dire de Inviter à *Si + the imperfect tense Aller + infinitive	<i>Invitar</i> ¿Qué te parece si ...? Ir a + infinitive	<i>O que acha de...?</i> <i>Que tal + 1ª pessoa do plural...?</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
				<i>Não gostaria de...?</i>
Suggesting a course of action (cont'd)		Valoir la peine On y va? Pourquoi pas?	<i>Vale la pena</i> ¿Por qué no?	<i>Vamos + infinitivo...?</i> <i>Vale a pena...</i> <i>Vamos?</i> <i>Por que não?</i>
4.15 Advising	All settings and topics	Positive and negative Il vaudrait mieux que + subj. Conseiller Donner des conseils Il vaut mieux Ça vaut la peine	Positive and negative Aconsejar Dar consejo Más vale Vale la pena	<i>Positivo e negativo</i> <i>Aconselhar</i> <i>Dar conselho a</i> <i>Vale a pena...</i> <i>Seria melhor se...</i> <i>Penso que é melhor...</i>
4.16 Warning	All settings and topics	Conditional or If clauses Prévenir, avertir, alerter Exclamations: Attention!	Conditional or If clauses Avisar, prevenir Exclamations: ¡Cuidado! ¡Ojo! ¡Peligro!	<i>Condicional ou formas com "se"</i> <i>Avisar, prevenir, alertar</i> <i>Exclamações:</i> <i>Cuidado!,</i> <i>Perigo! Atenção! Olhe!</i> <i>Ô/Ai, meu Deus!</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
4.17 Promising	All settings and topics	Aller + infinitive Promettre. Offrir Donner la parole	Ir a + infinitive Prometer Ofrecer/ofrecerse Dar la palabra	<i>Ir + infinitivo</i> <i>Prometer</i> <i>Oferecer, oferecer-se para</i> <i>Dar a palavra</i>
4.18 Threatening	All settings and topics	Aller + infinitive Menacer Conditional clauses Attention! Si tu continues à + inf...future	Ir a + infinitive Amenazar Conditional clauses	<i>Ir + Infinitivo</i> <i>Ameaçar</i> <i>Orações condicionais</i> <i>Atenção!</i> <i>Se você continuar a...</i>

5. CONNECTIVES

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
5.1 Time Sequence	All settings and topics	Puis, ensuite, alors, finalement, enfin, d'abord, en premier lieu	Pues, luego, entonces, después, por lo tanto, así que	<i>Pois, logo, então, depois, enfim, assim que, em lugar de</i>
5.2 Addition	All settings and topics	Et puis, ensuite, de plus	y, e, de ahí, también, además	<i>E, além de/disto, também, ademais, com</i>
5.3 Reinforcing	All settings and topics	En plus, de plus, en outre, et encore, d'ailleurs	Además, es más, aun más, sobre todo	<i>Além disto, além do mais, sobretudo, aliás</i>
5.4 Similarity	All settings and topics	Aussi bien que, comme, également	Así como, tanto como	<i>Assim como, tanto ... quanto</i>
5.5 Introduction	All settings and topics	Il y avait une fois Il était une fois Une fois Par un...jour	Había una vez Una vez	<i>Era uma vez... Certa vez Um/certo dia Há um tempo Tempos atrás</i>
5.6 Summarising	All settings and topics	Bref, en tout, en gros, en somme Cela va sans dire/ il va de soi	En breve, en resumen, al fin y al cabo A fin de cuentas	<i>Resumindo Em suma Por fim Finalmente</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS			
		FINALEMENT	SPANISH	FINALIZANDO	
		FRENCH	SPANISH	PORTUGUESE	
5.7	Result, consequence	All settings and topics	De sorte que (+ subj.) Il résulte que Par conséquent, donc Clauses of consequence	De manera que De resultado. Por consecuencia/ por consiguiente/a consecuencia de Clauses of consequence	<i>Finalizando</i> <i>De maneira/modo que</i> <i>Por/como consequência</i> <i>Como resultado</i> <i>Por causa de</i> <i>Orações subordinadas de consequência</i>
5.8	Deduction, induction	All settings and topics	Donc, ainsi, et ainsi de suite	Así, pues, por lo tanto, por eso	<i>Ou seja, pois, portanto, por isso, assim sendo</i>
5.9	Conclusion	All settings and topics	Pour conclure, finalement, en fin de compte, en conclusion	En conclusión, por fin, finalmente	<i>Concluindo, por fim, finalmente, afinal</i>
5.10	Explication	All settings and topics	C'est-à-dire, autrement dit, Exprimer autrement Vouloir dire Signifier	Es decir, o sea, en otras palabras Querer decir	<i>Quer dizer, ou seja, em outras palavras, explicando de outra forma/maneira/jeito</i>
5.11	Exemplification/ illustration	All settings and topics	Par exemple Et caetera Selon/d'après Citer Donner des exemples	Por ejemplo etcétera Según Citar Dar ejemplos	<i>Por exemplo</i> <i>etc.</i> <i>Segundo, de acordo com</i> <i>Citar</i> <i>Dar exemplos</i>

FUNCTIONS/NOTIONS	SETTINGS AND TOPICS	GRAMMAR AND LEXIS		
		FRENCH	SPANISH	PORTUGUESE
5.12 Contrast and coordination	All settings and topics	Au contraire, quand même, mais, d'un côté ... de l'autre côté, de plus, donc, ou, ou bien et ne ... ni ... ni	Al contrario, pero, sino, por otra parte Y, e No ... ni ... ni	<i>Ao contrário, mas, senão, por outro lado</i> <i>E</i> <i>(nem)... nem</i>
5.13 Replacement	All settings and topics	Sinon, au lieu de, à la place de, en échange Pourtant, cependant, néanmoins. *Quoique/bien que + subj.	En lugar de, en vez de Sin embargo; no obstante, aún Aunque	<i>Em lugar de, ao invés de, contudo, todavia, não</i> <i>Obstante, ainda (que)</i>

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of the syllabus.

TOPIC	FUNCTION	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Home and Family	Describing/Similarity	<p>Students will research a typical Brazilian, French West Indian, Haitian or Hispanic family and make comparisons with their own family. This will be presented orally to the class.</p> <p>Students will create a dialogue between themselves and a facebook friend in which they discuss similarities and differences between their families, and how they feel about certain members of their family.</p>
School and Career	Giving, seeking and responding to information	<p>Students will respond by email to an advertisement for a certain job. They will provide personal information, educational qualifications and explain why they think they are suitable for the job.</p> <p>Students will work in groups/pairs to ask and answer questions on what profession they would like to follow, reasons for choosing this profession, and qualifications needed for this profession.</p> <p>Students will listen to a dialogue between two young people about subjects studied at school, their preferences, and reasons for subjects they have chosen. They will then respond to questions based on this dialogue.</p>
Sports and Recreation	Giving, seeking and responding to information	<p>Teacher will act as a talk show host and develop an activity in which students will engage in discussion about their favourite sports and sportspersons.</p> <p>Students will research a famous sportsperson and present to the class orally about this person. They will provide personal details about the person as well as his/her achievements in the world of sport.</p>



Students will write a dialogue between themselves and a friend in which they discuss their leisure time activities. This will be dramatised in front of the class.

TOPIC	FUNCTION	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Daily Routines	Narrating	<p><i>Students will imagine they are teachers, actors, calypsonians, rappers or journalists and talk about the activities they engage in daily.</i></p> <p><i>Students will work in pairs to compare and contrast their daily activities.</i></p>
Shopping	Expressing Preference	<p><i>Students will develop and dramatise a shopping scene at a mall in which a group of friends discuss items they would like to purchase.</i></p> <p><i>Students will interview each other about the types of purchases they make online and write a report about their findings.</i></p> <p><i>Teacher will create a situation in class in which students go into different shops to make purchases. Students will be required to work in pairs to role play these scenarios. Guidelines will be given by teacher as to what is to be included in the dialogues, for example, asking for an item, asking the cost for an item, asking to try on something, saying something fits well.</i></p>
Travel	Describing	<p><i>Teacher will play short selections about the modes of transportation used by different people for various activities. Students will respond orally to questions based on these selections.</i></p> <p><i>Students will talk about the types of transportation they use daily.</i></p>

**LIST OF CARIBBEAN WORDS
SPANISH**

A. NATURE

1. General Vocabulary

el invierno	-	winter
el verano	-	summer
la estación de lluvias	-	rainy season
la estación seca	-	dry season
la sequía	-	drought
el barranco/ la barranca	-	gully
el cerro	-	hill

2. Fauna

el aguti	-	agouti
la cabra/el chivo	-	goat
el caiman/el lagarto	-	alligator
el camarón	-	shrimp
el cangrejo	-	crab
la concha	-	shell
el cotorro/el loro	-	parrot
la jagüilla/el quequeo	-	wild boar
la langosta	-	lobster
la lagartija	-	small lizard
el tiburón	-	shark
la tortuga	-	turtle
el colibrí	-	humming bird

3. Flora (including fruits and vegetables)

el aguacate	-	avocado
la anona	-	sweet sop, sugar apple, custard apple
el ayote/la calabaza	-	pumpkin
el bambú	-	bamboo
la berenjena	-	eggplant, aubergine, garden egg, melongene, baigan
la caña de azúcar	-	sugar cane
el caimito	-	star apple, caimite
el camote	-	sweet potato
el chayote/el güisquil	-	cho cho, christophine, chayote
la ciruela americana	-	golden plum
el frijol	-	bean
la guayaba	-	guava
el guineo	-	banana
el limón	-	lime
el maíz	-	corn
la malanga	-	eddo
el mango	-	mango
el mazapán	-	breadfruit
la naranja	-	orange
el ñame	-	yam
el ócorro	-	ochro, okra
la papaya	-	pawpaw, papaya
la piña	-	pineapple
el plátano	-	plantain
el tamarindo	-	tamarind
la toronja	-	grapefruit
el tulipán	-	hibiscus
el cocotero	-	coconut tree
el banano	-	banana tree
el mangotero	-	mango tree
el aguacatero	-	pear tree
el palmero	-	palm tree

B. COUNTRY AND INHABITANTS

1. Country		2. Inhabitants	
Anguilla	- Anguilla	el de Anguilla	- Anguillian
Antigua y Barbuda	- Antigua and Barbuda	él de Antigua y Barbuda	- Antiguan and Barbudian
Barbados	- Barbados	barbadiense	- Barbadian
Belice	- Belize	beliceño/a	- Belizean
Cuba	- Cuba	cubano/a	- Cuban
El Caribe	- The Caribbean	caribeño/a	- Caribbean
Dominica	- Dominica	dominicano/a	- Dominica
La Guyana	- Guyana	guyanés/guyanesa	- Guyanese
La Guyana Francesa	- French Guyana	guyanés/a francés/a	- Grench Guyanese
Grenada	- Grenada	grenadiense/grenadine	- Grenadian
Guadalupe	- Guadeloupe	guadalupense guadalupeño/a	- Guadeloupean
Haití	- Haiti	haitiano/a	- Haitian
Jamaica	- Jamaica	jamaiquino/a jamaicano/a } antillano/a	- Jamaican
Las Antillas	- The West Indies		- West Indian
Martinica	- Martinique	martiniqueño/a martiniqués/martiniquesa } él de Montserrat	- Martiniquan, Martinican
Montserrat	- Montserrat		- Montserratian
La República Dominicana	- Dominican Republic	dominicano/a	- Santo Domingan
San Cristóbal	- St Christopher /St Kitts		
Santa Lucía	- St Lucia	él de Santa Lucia	- St Lucian
San Vicente	- St. Vincent	vicentino/a	- Vincentian
Surinam	- Suriname	surinamés/surinamesa surinameño/a } ciudadano de Trinidad y Tobago	- Surinamese
Trinidad y Tobago	- Trinidad and Tobago	trinitario/a tobagonés	- Citizen of Trinidad & Tobago Trinidadian Tobagonian
Islas Vírgenes	- Virgin Islands	el de las Islas Virgenes el mestizo el indio el indígena el mulato el criollo	- Virgin Islander Mestizo Indian Native Mulatto Creole

C. HOME AND FAMILY

1. General

la choza/champa	- hut
la hamaca	- hammock

2. Food and Drink

el arroz con frijoles	- rice and beans	el ají/chile/picante	- hot pepper
la empanada	- patty made of fish or meat	el gazpacho	- cold vegetable soup
el arepa	- small patty made of corn flour with a filling	el taco	- a crisp type of savoury
la paella	- a rice dish with seafood	la tortilla	- type of savoury pancake. Varies in size and shape from country to country.
el tamal	- type of meat pie made of cornmeal dough, like a pastelle		
el ron	- rum		

D. OCCUPATION

la commadróna/la partera	- midwife	el finquero/el granjero	- farmer
el pescador	- fisherman	la canoa	- canoe
la azada	- hoe	el machete	- cutlass
la red	- dragnet		

E. RELIGION

el espanto	- evil spirit	el hechicero/el brujo	- obeahman
el hechizo	- Obeah	musulmán	- Muslim
hindú	- Hindu, (East) Indian	el vudú	- Voodoo, vodun
el curandero	- bush doctor	cristiano	- Christian

F. SOCIETY AND POLITICS

el Banco Caribeño de Desarrollo	- Caribbean Development Bank	la comunidad caribeña	- CARICOM
el tercer mundo	- Third World	la mancomunidad el partido político	- Commonwealth Political Party

G. CULTURE

El carnaval	- carnival	La bomba	- Puerto Rican Dance
La corrida de toros	- bullfighting	el merengue	- Popular Dance in the Spanish Caribbean
el Día de la Raza	- Columbus Day	la Misa del Gallo	- Midnight Mass (New Year's Eve Night)
el Día de los Santos	- The Day of the Dead	la Navidad	- Christmas
el Día del Santo	- Saint's Day	la Nochebuena	- Christmas Eve
la Fiesta de los Reyes Magos (Spain)	- celebration of the three wise men; (the day Christmas presents are exchanged in Spain)	jai-alai or pelota	- Ball games (Spanish and Cuban)
festejar	- to celebrate	la siesta	- Spanish custom of resting in the afternoon
el flamenco	- a typical Spanish dance	el nombre compuesto	- compound name
la salsa	- A Latin American Dance	el Noviazgo	- Courtship
Jugar la piñata	- to play the piñata	el velorio	- Wake
la Pascua	- Easter	El Viernes Santo	- Good Friday
la quinceañera	- 15 th birthday celebration	El villancico	- Christmas Carol
la Semana Santa	- Holy Week		

H. TECHNOLOGY

1. Communication

la computadora	}	- computer	el fax, telefax	- fax
el ordenador			la tarjeta telefónica	- phone card
la computadora de mesa	}	- personal computer	el contestador automático	- an answering machine
la computadora personal			el teléfono portátil	- portable telephone
la computadora portátil		- Laptop		



juego de computadora - computer games

Technology (cont'd)

la informática - computer studies
la computación - computer programmer
el programador

2. Electronics

la cablevisión	}	- cable television	el reproductor de compact-disc	}	- CD player
la televisión por cable		- satellite dish	el walkman		- walkman
la antenna parabólica	}	- VCR	el videojuego	- video game	
el magnetoscopio		- remote control	la máquina vendedora	- vending machine	
el video	}		la tarjeta de crédito	- credit card	
el mando a distancia		- CD	el celular	- cellular telephone	
el control remoto					
el disco compacto					
el compact-disc					

**LIST OF CARIBBEAN WORDS
FRENCH**

A. NATURE

1. General Vocabulary

l'anse (f)	-	bay	le morne	-	hill
l'ouragan	-	hurricane	le piton	-	piton
le cyclone	-	cyclone, hurricane	la ravine	-	gully
la saison des pluies	-	the rainy season	la sécheresse	-	drought
la saison sèche	-	dry season			
le petit carême	-	Indian summer			
l'été	-	summer			
l'hiver	-	winter			

2. Fauna

l'agoutí (m)	-	agouti	le crabe	-	crab
l'anolis (m)	-	small lizard, zandoli	la crevette	-	shrimp
le cabri	-	goat	le lambi	-	conch, lambie
le caïman	-	alligator	la langouste	-	crayfish, spiny lobster
le cochon marron	-	wild boar	le lézard/le maboya	-	lizard
le colibri	-	hummingbird	la mangouste	-	mongoose
le coquillage	-	shell	le perroquet	-	parrot

3. Flora (including fruit and vegetable)

l'ananas (m)	-	pineapple	le gombo	-	ochro, okra
l'aubergine (f)	-	eggplant, aubergine, garden egg, melongene, baigan	la goyave	-	guava
l'avocat (m)	-	avocado pear	l'hibiscus (m)	-	hibiscus
l'avocatier	-	avocado tree	l'igname (f)	-	yam
le bambou	-	bamboo	le maïs	-	corn
la banane	-	banana (ripe)	la mangue	-	mango
la banane verte	-	plantain	le manguier	-	mango tree
la banane mûre	-	banana	le manioc	-	cassava
le bananier	-	banana tree	le maracoudja	-	passion fruit
la bougainvillée	-	bougainvillea	la noix de coco	-	coconut
la calebasse	-	calabash	l'orange (f)	-	orange
la canne à sucre	-	sugar cane	le palmier	-	palm tree
le chou caraïbe	-	coco yam	le pamplemousse	-	grapefruit

la christophine	-	cho cho, christophine, chayote	la papaye	-	pawpaw, papaya
le citron vert	-	lime	la patate (douce)	-	sweet potato
le cocotier	-	coconut tree	la pomme cannelle	-	sweet sop, sugar apple, custard apple
le corossol	-	soursop	la pomme cythère	-	golden apple, June/jew plum, pommecythere
la figue (la figue- banane), la bacove	-	banana	le pois d'angole	}	pigeon pea, congo (gungo) pea
le flamboyant	-	poinciana	le pois congo	-	naseberry, sapodilla
le fruit à pain	-	breadfruit	la sapotille	-	

B. COUNTRY AND INHABITANTS

1. Country		2. Inhabitants		
Anguilla	-	Anguilla	Anguillais(e)	- Anguillan
Antigue et Barbuda	-	Antigua and Barbuda	Antiguais(e)/un(e) originaire de Barbuda	- Antiguan and Barbudan
La Barbade	-	Barbados	Barbadien(ne)	- Barbadian
Le Belize	-	Belize	Bélizien(ne)	- Belizean
Cuba	-	Cuba	Cubain(e)	- Cuban
Les Caraïbes	-	The Caribbean	Caraïbe/Caribéen(ne)	- Caribbean
La Dominique	-	Dominica	Dominiquais(e)	- Dominican
La Grenade	-	Grenada	Grenadien(ne)	- Grenadian
Le Guyana	-	Guyana	Guyanais(e)	- Guyanese
La Guyane Française	-	French Guyana	Guyanais(e)	- French Guyanese
St-Vincent Les Grenadines	-	St Vincent The Grenadines	St-Vincentien(ne)	- From St Vincent and the Grenadines
La Guadeloupe	-	Guadeloupe	Guadeloupéen(ne)	- Guadeloupean
Haïti	-	Haiti	Haïtien(ne)	- Haitian
Les Iles Vierges	-	Virgin Islands	Originaire des Iles Vierges	- From the Virgin Islands
La Jamaïque	-	Jamaica	Jamaïquain(e)	- Jamaican
Les Antilles	-	The West Indies	Antillais(e)	- West Indian
La Martinique	-	Martinique	Martiniquais(e)	- Martiniquan, Martinican
Montserrat	-	Montserrat	Montserraten(ne)	- Montserratan
Nevis, Nièves	-	Nevis	Névisien(ne)	- Nevisian
La République Dominicaine	-	The Dominican Republic	Dominician(e)	- Santo Domingan
St-Christophe	-	St Kitts	Kitticien(ne)	- Kittician
Ste-Lucie	-	St Lucia	St-Lucien(ne)	- St Lucian
Le Surinam	-	Suriname	Surinamais(e)	- Surinamese
La Trinité et Tobago	-	Trinidad and Tobago	Trinidadien(ne) et Tobagonien(ne)	- Trinidadian
Les îles Turques et Caïques	-	The Turks and Caicos Islands	une câpresse chabin(e) un mulâtre, une mulâtresse	- Black woman with straight hair Mixed person with fair skin and curly hair Mulatto

C. HOME AND FAMILY

1. General

la case	-	hut
le hamac	-	hammock

2. Clothes

le bacoua	-	Martiniquan straw hat
le foulard	-	scarf
le madras	-	bandana head dress

3. Food/drink and the kitchen (for more details, cf, for example, *La Cuisine Créole*, publ. Emile Desormeaux)

les acras (m)	-	Fritters	le thym	-	thyme
le boudin	-	black pudding	le blaff	-	fish soup, fish stew
le canari	-	earthenware pot	le calalou	-	vegetable stew with ochroes/okras, spinach or dasheen leaves
la cassave	-	cassava bread, bammy	le cari/le curry	-	curry
le colombo	-	curry (dish)	la ciboulette	-	scallion, chive
le mabi	-	mauby	le gingembre	-	ginger
la morue	-	codfish, salted cod, saltfish	le mortier	-	mortar
le pilon	-	pestle	piler	-	to pound
le punch	-	drink made with rum	le piment	-	hot (country) pepper

D. OCCUPATION

1. Farmer – Fermier

le coutelas	-	cutlass
la houe	-	hoe
la machette	-	machete

2. Fisherman – Pêcheur

la pirogue	-	canoe
la seine	-	drawnet

E. RELIGION

hindou	-	Hindu	la magie	-	witchcraft
musulman	-	Muslim	le quimbois	-	obeah, charm, spell
le quimboiseur	-	obeahman	le vaudou	-	voodoo
le zombi	-	Zombi(e), evil spirit			

F. SOCIETY AND POLITICS

département d'outre-mer (D.O.M)	-	overseas department (of France) for example, Martinique, Guadeloupe	métropolitain(e)	-	persons from the metropolitan countries (for example, France)
la Banque Caraïbe du Développement	-	Caribbean Development Bank	le tiers-monde	-	Third World

G. CULTURE

célébrer	-	to celebrate	la messe de minuit	-	Midnight mass
une fête	-	a saint's day, name day	le réveillon de Noël / du Nouvel An	-	Christmas Eve / New Year's Eve dinner / party
Noël	-	Christmas	la veille de Noël	-	Christmas Eve
l'arbre de Noël / le sapin de Noël	-	Christmas tree	le jour de l'An	-	New Year's Day
la bûche de Noël	-	Yule log (a cake shaped and decorated to look like a log)	l'Épiphanie, le 6 janvier	-	Epiphany
un chant/un cantique de Noël	-	a Christmas carol	la fête des rois / le jour des rois	-	Twelfth night, Epiphany
la galette des rois	-	a cake filled with almond paste with a small figurine or charm (une fève) hidden in it. Whoever finds the charm is crowned king or queen	Mardi Gras	-	Shrove Tuesday, the day before Ash Wednesday and the last day of Carnival celebrations
le Carnaval	-	carnival	le Mercredi des Cendres	-	Ash Wednesday
un char	-	carnival float	Vendredi Saint	-	Good Friday
un défilé	-	procession	Pâques	-	Easter

un déguisement	- a disguise	le lundi de Pâques	- Easter Monday
la Semaine Sainte	- Holy week	la Fête du Travail, le premier mai	- Labour Day
la chasse aux crabes	- crab hunting (crab is eaten during the Easter season in the French West Indies)	le 22 mai	- the day marking the abolition of slavery (l'abolition de l'esclavage) in Martinique
le 14 juillet, la fête nationale	- Bastille Day, the French national day	un feu d'artifice	- fireworks
la Marseillaise	- the name of the French national anthem (l'hymne national)	la Toussaint, le premier novembre	- All Saints' day (A public holiday. People visit cemeteries and lay wreaths and flowers [often chrysanthemums – des chrysanthèmes] and candles on the graves of relatives and friends)
la Fête des Morts, le deux novembre	- All Souls' Day	le combat de coqs	- cock fighting
le zouk	- contemporary French West Indian dance and music	la biguine, la mazurka, la polka, la merengue	- French West Indian dances

H. TECHNOLOGY

1. Communication

un ordinateur	- a computer	une télécarte (à mémoire)	- a phone card
un micro-ordinateur	- personal computer	un répondeur-enregistreur	- an answering machine
l'informatique (f)	- computer science	un téléphone portable	- a portable telephone
un programmeur	- a computer programmer	un téléphone cellulaire	- a cellular phone
un fax, une télécopie un téléfax }	- fax		

2. Electronics

la télévision câblée	- cable TV	un jeu vidéo	- a video game
une antenne parabolique	- a satellite dish	un baladeur	- a personal stereo, walkman
un magnétoscope	- a VCR	un four à micro-ondes	- a microwave oven
une télécommande	- a remote control	un distributeur automatique	- a vending machine, an automatic teller machine
un disque compact }	- a compact disc	une carte de crédit	- a credit card
une platine laser	- a CD player		

**LIST OF CARIBBEAN AND BRAZILIAN WORDS
PORTUGUESE**

A. NATURE

1. General Vocabulary

<i>a baía</i>	-	<i>bay</i>	<i>a colina, o morro</i>	-	<i>Hill</i>
<i>a estação seca</i>	-	<i>dry season</i>	<i>a montanha</i>	-	<i>mountain</i>
<i>o furacão</i>	-	<i>hurricane</i>	<i>o pico</i>	-	<i>peak</i>
<i>a estação das chuvas,</i> <i>a estação chuvosa</i>	-	<i>the rainy</i> <i>season</i>	<i>a ravina</i>	-	<i>gully</i>
<i>a seca</i>	-	<i>drought</i>	<i>o igarapé</i>	-	<i>stream, creek</i>

2. Fauna

<i>o agouti, a cutia</i>	-	<i>agouti</i>	<i>o caranguejo</i>	-	<i>Crab</i>
<i>o anólis</i>	-	<i>small lizard,</i> <i>zandoli</i>	<i>o camarão</i>	-	<i>shrimp</i>
<i>a cabra</i>	-	<i>goat</i>	<i>a concha</i>	-	<i>conch, lambi</i>
<i>o jacaré</i>	-	<i>alligator</i>	<i>o lagostim, a lagosta</i>	-	<i>crayfish, spiny lobster</i>
<i>o javali</i>	-	<i>wild boar</i>	<i>o lagarto</i>	-	<i>lizard</i>
<i>o caititu, o cateto, o</i> <i>porco-do-mato</i>	-	<i>quenk, peccary,</i> <i>wild hog</i>	<i>o capivara</i>	-	<i>capybara</i>
<i>o beija-flor</i>	-	<i>hummingbird</i>	<i>o mangusto</i>	-	<i>mongoose</i>
<i>a concha, a</i> <i>carapaça, o casco</i>	-	<i>shell</i>	<i>o papagaio</i>	-	<i>parrot</i>
<i>a paca (agouti paca)</i>	-	<i>lappe, labba</i>	<i>o gambá</i>	-	<i>manicou</i>
<i>o tatu</i>	-	<i>tattoo,</i> <i>armadillo</i>	<i>a onça</i>	-	<i>jaguar</i>
<i>o gavião-real</i>	-	<i>Harpy eagle</i>	<i>a lontra</i>	-	<i>otter</i>

3. Flora (including fruits and vegetables)

<i>o abacaxi</i>	-	<i>pineapple</i>	<i>o quiabo</i>	-	<i>ochro, okra</i>
<i>a beringela</i>	-	<i>eggplant,</i> <i>aubergine,</i> <i>melongene,</i> <i>garden egg,</i> <i>baigan,</i> <i>boulangier</i>	<i>a goiaba</i>	-	<i>guava</i>
<i>a couve</i>	-	<i>kale</i>	<i>o hibisco</i>	-	<i>hibiscus</i>
<i>o abacate</i>	-	<i>avocado pear</i>	<i>o inhame</i>	-	<i>yam</i>
<i>o abacateiro</i>	-	<i>avocado tree</i>	<i>o milho</i>	-	<i>corn</i>
<i>o bambu</i>	-	<i>bamboo</i>	<i>a manga</i>	-	<i>mango</i>
<i>a banana (madura)</i>	-	<i>banana (ripe)</i>	<i>a mangueira</i>	-	<i>mango tree</i>
<i>a banana-da-terra, a</i> <i>banana comprida</i>	-	<i>plantain</i>			

<i>a banana</i>	-	<i>banana</i>	<i>o aipim, a macaxeira, a mandioca</i>	-	<i>cassava</i>
<i>a bananeira</i>	-	<i>banana tree</i>	<i>o maracujá</i>	-	<i>passion fruit</i>
<i>o cacau</i>	-	<i>cocoa</i>	<i>o maracujá-açú</i>	-	<i>barbadine, granadilla</i>
<i>a buganvília, a primavera, a três-marias</i>	-	<i>bougainvillea</i>	<i>o coco</i>	-	<i>coconut</i>
<i>a cabaça</i>	-	<i>calabash</i>	<i>a laranja</i>	-	<i>orange</i>
<i>a cana-de-açúcar</i>	-	<i>sugar cane</i>	<i>a palmeira</i>	-	<i>palm tree</i>
<i>o taro, o inhame-coco</i>	-	<i>coco yam</i>	<i>a toranja</i>	-	<i>grapefruit</i>
<i>o chuchu</i>	-	<i>cho cho, christophine, chayote</i>	<i>o mamão</i>	-	<i>pawpaw, papaya</i>
<i>o limão</i>	-	<i>lime</i>	<i>a batata doce</i>	-	<i>sweet potato</i>
<i>o coqueiro</i>	-	<i>coconut tree</i>	<i>a fruta-do-conde, a biribá, a ata</i>	-	<i>sweet sop, sugar apple, custard apple</i>
<i>a graviola</i>	-	<i>soursop</i>	<i>a cajamanga, a cajarana</i>	-	<i>golden apple, pommecythere, June/Jew plum</i>
<i>o jambo</i>	-	<i>pommerac, Otaheite apple</i>	<i>o feijão</i>	-	<i>bean</i>
<i>o feijão-fradinho</i>	-	<i>black eye pea</i>	<i>o feijão guandu</i>	-	<i>pigeon pea, gungo (congo) pea</i>
<i>a ervilha</i>	-	<i>pea</i>	<i>o grão-de-bico</i>	-	<i>chick pea, garbanzo bean, channa</i>
<i>as ervilhas secas</i>	-	<i>split peas</i>	<i>o sapoti</i>	-	<i>sapodilla, naseberry</i>
<i>a flor-do-paráiso, o pau-rosa, o flamboiã</i>	-	<i>poinciana, flambouyant</i>	<i>a acerola</i>	-	<i>West Indian/Barbadian cherry</i>
<i>a fruta-pão</i>	-	<i>breadfruit</i>	<i>o caju</i>	-	<i>cashew</i>
<i>o tamarindo</i>	-	<i>tamarind</i>	<i>a janitá</i>	-	<i>breadnut, chataigne</i>
<i>a melancia</i>	-	<i>watermelon</i>	<i>a pupunha</i>	-	<i>pewah</i>
<i>a taperebá</i>	-	<i>hog plum</i>	<i>o caimito</i>	-	<i>caimite, star apple</i>
<i>a pitomba-das-Guianas</i>	-	<i>chennette, guinep, akee</i>	<i>a ciriguela, a siriguela</i>	-	<i>Jamaica plum</i>
<i>a carambola</i>	-	<i>carambola, five fingers</i>	<i>o pimentão</i>	-	<i>sweet pepper</i>
<i>a romã</i>	-	<i>pomegranate</i>			

B. COUNTRY AND INHABITANTS

1. Country			2. Inhabitants		
<i>Anguila</i>	-	<i>Anguilla</i>	<i>anguilano/a</i>	-	<i>Anguillan</i>
<i>Antígua e Barbuda</i>	-	<i>Antigua and Barbuda</i>	<i>antiguano/a e barbadiano/a</i>	-	<i>Antiguan and Barbudan</i>
<i>Aruba</i>	-	<i>Aruba</i>	<i>arubano/a, arubiano/a</i>	-	<i>Aruban</i>
<i>Bahamas</i>	-	<i>Bahamas</i>	<i>bahamense, baamense, baamês/baamesa, baamiano/a ou bahamiano/a</i>	-	<i>Bahamian</i>
<i>Barbados</i>	-	<i>Barbados</i>	<i>barbadiano/a, barbadense</i>	-	<i>Barbadian</i>
<i>Belize</i>	-	<i>Belize</i>	<i>belizenho/a ou belizense</i>	-	<i>Belizean</i>
<i>Bermuda</i>		<i>Bermuda</i>	<i>bermudiano/a</i>		<i>Bermudan</i>
<i>o Caribe, as Caraíbas</i>	-	<i>the Caribbean</i>	<i>caribenho/a</i>	-	<i>Caribbean</i>
<i>Cuba</i>	-	<i>Cuba</i>	<i>cubano/a</i>	-	<i>Cuban</i>
<i>Dominca</i>	-	<i>Dominica</i>	<i>dominicano/a ou de Dominica</i>	-	<i>Dominican</i>
<i>a República Dominicana</i>	-	<i>the Dominican Republic</i>	<i>dominicano/a ou da República Dominicana</i>		<i>Dominican</i>
<i>as Antilhas Holandesas (Bonaire, Curaçao, Saba, Santo Eustáquio, São Martinho)</i>	-	<i>Dutch Antilles (Bonaire, Curaçao, Saba, Sint Eustatius (Statia), Sint Maarten)</i>	<i>antilhano/a holandês/holandesa</i>		<i>Dutch Antillean</i>
<i>Guiana Francesa</i>	-	<i>French Guiana</i>	<i>guianense francês/francesa</i>	-	<i>French Guianese</i>
<i>Granada</i>	-	<i>Grenada</i>	<i>granadino/a</i>	-	<i>Grenadian</i>
<i>Guiana</i>	-	<i>Guyana</i>	<i>guianense</i>	-	<i>Guyanese</i>
<i>Guadalupe</i>	-	<i>Guadeloupe</i>	<i>guadelupano/a</i>	-	<i>Guadeloupean</i>
<i>Haiti</i>	-	<i>Haiti</i>	<i>haitiano/a</i>	-	<i>Haitian</i>
<i>Jamaica</i>	-	<i>Jamaica</i>	<i>jamaicano/a</i>	-	<i>Jamaican</i>
<i>Martinica</i>	-	<i>Martinique</i>	<i>martinicano/a</i>	-	<i>Martiniquan, Martinican</i>
<i>Montserrat</i>	-	<i>Montserrat</i>	<i>cidadão/cidadã de Montserrat</i>	-	<i>Montserratian</i>
<i>Porto Rico</i>	-	<i>Puerto Rico</i>	<i>porto-riquenho/a ou porto-riquense</i>	-	<i>Puerto Rican</i>
<i>São Cristóvão e Névis</i>	-	<i>St Kitts and Nevis</i>	<i>cidadão/cidadã de São Cristóvão e Névis</i>	-	<i>Kittitian and Nevisian</i>
<i>Santa Lúcia</i>	-	<i>St Lucia</i>	<i>santa-luciano/a</i>	-	<i>St Lucian</i>
<i>São Vicente e as Granadinas</i>	-	<i>St Vincent and the Grenadines</i>	<i>são-vicentino/a</i>	-	<i>Vincentian (and from the Grenadines)</i>

<i>Suriname</i>	-	<i>Suriname</i>	<i>surinamense ou surinamês/surinamesa</i>	-	<i>Surinamese</i>
<i>Trinidad e Tobago</i>	-	<i>Trinidad and Tobago</i>	<i>trinidadiano/a, (trinitário/a, trinitino/a, trinitense) e tobaguense (tobaguiano/a) cidadão/cidadã de</i>	-	<i>Trinidadian and Tobagonian</i>
<i>Turks e Caicos</i>	-	<i>Turks and Caicos Islands</i>	<i>Turcas/Turcos e Caicos</i>	-	
<i>Ilhas Virgens Britânicas</i>	-	<i>British Virgin Islands</i>	<i>Ilhas Virgens Britânicas</i>	-	<i>British Virgin Islanders</i>
<i>Ilhas Virgens Americanas</i>		<i>US Virgin Islands</i>	<i>Ilhas Virgens Americanas</i>	-	<i>US Virgin Islanders</i>
<i>as Antilhas, as Índias Ocidentais</i>	-	<i>the Antilles, the West Indies</i>	<i>antilhano/a ou antilhense</i>	-	<i>West Indian</i>
<i>as Américas</i>	-	<i>the Americas</i>	<i>americano/a</i>	-	<i>off/from the Americas</i>
<i>a América do Sul</i>	-	<i>South America</i>	<i>sul-americano/a</i>	-	<i>South American</i>
<i>a América Central</i>	-	<i>Central America</i>	<i>centro-americano/a</i>	-	<i>Central American</i>
<i>a América do Norte</i>	-	<i>North America</i>	<i>norte americano/a</i>	-	<i>North American</i>
<i>a América Latina</i>	-	<i>Latin America</i>	<i>latino-americano/a</i>	-	<i>Latin American</i>
<i>indígena</i>		<i>indigenous (Amerindian)</i>			
<i>caboclo</i>		<i>a person of Amerindian and European ancestry</i>			
<i>cafuzo</i>		<i>a person of Amerindian and African ancestry</i>			
<i>pardo</i>		<i>a light brown person of mixed ancestry</i>		-	
<i>moreno</i>		<i>brown-skinned</i>			
<i>mulato</i>		<i>mulatto</i>		-	

C. HOME AND FAMILY

1. General

<i>a oca</i>	-	<i>hut</i>
<i>a rede</i>	-	<i>hammock</i>

2. Clothes

<i>o chapéu</i>	-	<i>hat</i>
<i>o lenço</i>	-	<i>scarf</i>

3. Food, Drink and the Kitchen

<i>o acarajé</i>	-	<i>bean fritter</i>	<i>o tomilho</i>	-	<i>thyme</i>
<i>a farinha</i>	-	<i>cassava flour, farine</i>	<i>a pimenta-do-reino</i>	-	<i>black pepper</i>
<i>a chicória</i>	-	<i>culantro, chadon beni</i>	<i>o cominho</i>	-	<i>cumin, geera</i>
<i>a morcela</i>	-	<i>black pudding</i>	<i>a moqueca</i>	-	<i>fish stew in coconut milk and dendê palm oil</i>
<i>a panela de barro</i>	-	<i>earthenware pot</i>	<i>o caruru</i>	-	<i>stew with ochroes/okras and shrimp and dendê palm oil</i>
<i>o beiju, a tapioca</i>	-	<i>cassava bread, cassava pancake</i>	<i>o caril, o curry</i>	-	<i>curry</i>
<i>o pão de queijo</i>	-	<i>cheese bread/roll</i>	<i>a cebolinha</i>	-	<i>scallion, chive</i>
<i>a feijoada</i>	-	<i>bean and meat stew</i>	<i>o gengibre</i>	-	<i>ginger</i>
<i>o bacalhau</i>	-	<i>codfish, saltfish, salted cod</i>	<i>o almofariz</i>	-	<i>mortar</i>
<i>o pilão</i>	-	<i>pestle</i>	<i>bater</i>	-	<i>to pound</i>
<i>a caipirinha</i>	-	<i>drink made with cachaça (Brazilian rum)</i>	<i>a pimenta</i>	-	<i>pepper</i>
<i>o tucupi</i>	-	<i>a type of cassareep</i>			

D. OCCUPATIONS

1. Farmer – Fazendeiro

<i>o facão</i>	-	<i>cutlass, machete</i>
<i>a enxada</i>	-	<i>hoe</i>

2. Fisherman – Pescador

<i>a canoa</i>	-	<i>canoe</i>
<i>a rede de pescar</i>	-	<i>dragnet</i>

E. RELIGION

<i>o hindu</i>	-	<i>Hindu</i>	<i>a feitiçaria</i>	-	<i>witchcraft</i>
<i>o muçulmano</i>	-	<i>Muslim</i>	<i>o encanto, o feitiço</i>	-	<i>charm, spell</i>
<i>o pajé</i>	-	<i>shaman</i>	<i>o vodu</i>	-	<i>voodoo</i>
<i>o zumbi, o morto-vivo</i>	-	<i>zombi(e)</i>	<i>o pai-de-santo</i>	-	<i>priest of Afro-Brazilian religions</i>
			<i>a mãe-de-santo</i>	-	<i>priestess of Afro-Brazilian religions</i>

F. SOCIETY AND POLITICS

<i>o departamento ultramarino (da França), por exemplo, a Martinica, Guadalupe e a Guiana Francesa</i>	-	<i>overseas department (of France), for example, Martinique, Guadeloupe and French Guiana</i>	<i>o estado</i>	-	<i>state</i>
<i>a região</i>	-	<i>region</i>	<i>o município</i>	-	<i>municipality, city</i>
<i>o distrito</i>	-	<i>district</i>	<i>a vila</i>	-	<i>town</i>
<i>a paróquia (Brasil), a freguesia (Portugal)</i>	-	<i>parish</i>	<i>o concelho</i>	-	<i>county</i>
<i>o bairro, a vizinhança</i>	-	<i>neighbourhood</i>	<i>a quadra</i>	-	<i>block</i>
<i>o setor</i>	-	<i>sector</i>	<i>a prefeitura</i>	-	<i>city hall, town hall</i>
<i>festear</i>	-	<i>to celebrate</i>	<i>a missa do Galo</i>	-	<i>Midnight mass</i>
<i>o dia do santo</i>	-	<i>a saint's day, name day</i>	<i>o jantar/a ceia, a festa da noite de Natal / da véspera de Ano-Novo (Reveillon)</i>	-	<i>Christmas Eve / New Year's Eve dinner / party</i>
<i>o Natal</i>	-	<i>Christmas</i>	<i>a noite de Natal</i>	-	<i>Christmas Eve</i>
<i>a árvore de Natal, o pinheirinho de Natal</i>	-	<i>Christmas tree</i>	<i>o Dia do Ano Novo</i>	-	<i>New Year's Day</i>
<i>o panetone</i>	-	<i>panettone</i>	<i>a rabanada</i>	-	<i>sweet fried slices of bread</i>
<i>o bolo Rei</i>	-	<i>a Portuguese Christmas cake</i>	<i>o bolo de mel</i>	-	<i>Madeiran molasses cake</i>
<i>a música de Natal</i>	-	<i>Christmas carol</i>	<i>a carne vinha d'alhos</i>		<i>Madeiran Portuguese garlic pork, calvinadage (in Trinidad)</i>
<i>a Epifania, a Adoração dos Reis Magos</i>	-	<i>Epiphany</i>	<i>o Carnaval</i>	-	<i>Carnival</i>
<i>a escola de samba</i>	-	<i>samba school</i>	<i>as malassadas</i>	-	<i>Madeiran Portuguese Shrove Tuesday pancakes</i>
<i>o sambódromo</i>	-	<i>sambadrome</i>	<i>Quarta-feira de Cinzas</i>	-	<i>Ash Wednesday</i>

<i>o carro alegórico</i>	-	<i>Carnival float</i>	<i>Sexta-feira Santa</i>	-	<i>Good Friday</i>
<i>o desfile</i>	-	<i>parade</i>	<i>o disfarce</i>	-	<i>a disguise</i>
<i>o trio elétrico</i>	-	<i>music truck</i>	<i>a Páscoa</i>	-	<i>Easter</i>
<i>a Semana Santa</i>	-	<i>Holy Week</i>	<i>Segunda-feira de Páscoa</i>	-	<i>Easter Monday</i>
<i>Nossa Senhora Aparecida</i>	-	<i>Our Lady (Aparecida), patron saint of Brazil</i>	<i>o Dia do Trabalho</i>	-	<i>Labour Day</i>
<i>o/a padroeiro/a</i>	-	<i>patron saint</i>	<i>a abolição da escravidão</i>	-	<i>abolition of slavery</i>
<i>Dia da Independência</i>	-	<i>Independence Day</i>	<i>os fogos de artifício</i>	-	<i>fireworks</i>
<i>o hino nacional de/do(s)/da(s) ...</i>	-	<i>the national anthem of ...</i>	<i>Dia de Todos-os-Santos</i>	-	<i>All Saints' Day</i>
<i>Finados</i>	-	<i>All Souls' Day (a public holiday in Brazil)</i>	<i>a rinha/a briga de galos</i>	-	<i>cock fighting</i>
<i>choro, frevo, música popular brasileira (MPB), música sertaneja, samba</i>	-	<i>Various contemporary Brazilian music genres</i>	<i>a quadrilha (dança)</i>	-	<i>Brazilian square dance, similar to the quadrille, a dance of French West Indian origin</i>
<i>festa de quinze anos (baile de debutantes)</i>	-	<i>15th birthday celebration</i>	<i>o velório, a vigília</i>	-	<i>wake, vigil</i>

H. TECHNOLOGY

1. Communication

<i>o computador</i>	-	<i>computer</i>	<i>o fax</i>	-	<i>fax</i>
<i>o PC ou o computador pessoal</i>	-	<i>personal computer</i>	<i>a secretária eletrônica</i>	-	<i>answering machine</i>
<i>a informática</i>	-	<i>computer science</i>	<i>o celular</i>	-	<i>cellular phone</i>
<i>o programador</i>	-	<i>a computer programmer</i>	<i>o laptop</i>	-	<i>laptop</i>
			<i>o e-mail</i>		<i>email</i>
			<i>as compras on-line</i>		<i>online shopping</i>
			<i>a rede social</i>		<i>social network</i>
			<i>a mensagem</i>		<i>message</i>
			<i>o chat</i>		<i>chat</i>
			<i>teclar</i>		<i>to type, to chat</i>

2. Electronics

<i>a TV a cabo</i>	- <i>cable TV</i>	<i>o jogo de video, o videogame</i>	- <i>video game</i>
<i>a parabólica</i>	- <i>satellite dish</i>	<i>a antena</i>	- <i>antenna</i>
<i>o videocassete</i>	- <i>VCR</i>	<i>o forno de microondas</i>	- <i>microwave oven</i>
<i>o controle remoto</i>	- <i>remote control</i>	<i>o caixa eletrônica</i>	- <i>an automatic teller machine</i>
<i>o CD ou o disco compacto</i>	- <i>compact disc</i>	<i>o cartão de crédito</i>	- <i>credit card</i>
<i>o leitor de CD</i>	- <i>CD player</i>	<i>a máquina automática de venda(s)</i>	- <i>vending machine</i>

Guidelines for Understanding and Teaching Portuguese Pronunciation

As Milton Azevedo² sums it up, the Portuguese alphabet has 23 letters, and the letters <k>, <y> and <w> are added to write words from other languages. There are also four digraphs (two letter combinations) representing one sound each, as in <ch>, <rr>, <nh> and <lh>.

Consonants

A. Consonant letters that look like IPA alphabet symbols (and that look the same as those in English), but that may have different values depending on the position in the syllable and on the quality of neighbouring vowels.

These consonant letters have the same values as in English once they come at the beginning of a syllable and precede most vowels (we use the vowel /a/ here as an example). Note that /t/ and /d/ are exceptions and may be pronounced differently before /i/.

The consonant sounds /p/, /b/, /t/, /d/, /k/ and /g/ (all plosives) usually have an /i/ sound added at the end of syllables (which can include before consonants). Note that the voiceless ones, namely, /p/, /t/ and /k/ may cause a following vowel to be voiceless as well.

1. /p/..... *pata* 'paw'
2. /b/..... *bata* 'knock!'
3. /t/..... *taça* 'cup' (before the vowel /i/, which may be written as either <i> or <e>, this is pronounced as /tʃ/ as in the sound represented by English 'ch' as in 'chump')
4. /d/..... *data* 'data' (before the vowel /i/, which may be written as either <i> or <e>, this is pronounced as /dʒ/ as in the sound represented by English 'j' as in 'jump')
5. /g/..... *gata* 'female cat' (before the vowel /i/, which may be written as either <i> or <e>, this is pronounced as /ʒ/ (which we find in English in words like 'vision').
6. /l/..... *lata* 'tin', pronounced as /w/ at the end of a syllable
7. /m/..... *mata* 'woods', not pronounced after a vowel (only nasalises it)
8. /n/..... *nata* 'cream', not pronounced after a vowel (only nasalises it)
9. /f/..... *fado* 'fate'
10. /v/..... *vaca* 'cow'
11. /s/..... *saca* 'bag, sack', pronounced as a /z/ between vowels; this sound is also represented by <ss>, by <c> before /i/ or /e/, by <ç>, as in French and by <z> at the end of a word.

² Azevedo, Milton. *Portuguese – A Linguistic Introduction*. Cambridge: Cambridge University Press, 2005.



12. /z/..... *zaga* 'defence' (football); this sound is also represented by <s> between vowels and by <x> in *exame* 'exam'.
13. The sound or phoneme /k/ is regularly represented by the letter <c> before non-front vowels as in *canto* 'corner'.

B. Consonant letters that exist in English but that always have different values in Portuguese

14. The letter <h> exists in Portuguese, but is never pronounced and is one of the rare silent letters.
15. The letter <j> represents the sound /ʒ/ as in French (which we find in English in words like 'vision').
16. The letter combination <qu> also represents the sound or phoneme /k/, not /kw/.
17. The letter <r> and the digraph <rr> do not sound like the English <r> which is pronounced /ɹ/. In Portuguese, the letter <r> at the beginning of a word and the digraph <rr> in the middle of a word both sound like /h/ in some varieties of the language, so that *rap* is pronounced like /hapi/, and *carro* sounds like /kahu/.
18. The letter <x> represents the sound /ʃ/ (which is generally represented as <sh> in English), the sound /z/ as in *exame* 'exam' and *exato* 'exact), and the sounds /ks/ as in *táxi* 'taxi'.

C. Two consonant letters (digraphs) that represent one sound

19. The digraph <ch> represents the sound /ʃ/ (which is generally represented as <sh> in English, and also as <ch> in English words of French origin like *machine*, *chef*, *chauffeur*, etc.).
20. <rr> - see (17) above.
21. The digraph <nh> represents the sound /ɲ/ and may be pronounced like the Spanish <ñ>.
22. <lh> sounds similar to the middle sounds in *million* ("milyun").

Please visit YouTube.com for more helpful hints.

RESOURCES FOR TEACHERS OF PORTUGUESE

Textbooks

1. Fernandes, Glauca Roberta Rocha, Telma de Lurdes São Bento Ferreira and Vera Lúcia Ramos. *Muito Prazer: Fale o Português do Brasil*. São Paulo: Disal, 2010.
<http://www.muitoprazerlivro.com.br/ple.html>
2. de Jouat-Pastre, Clemence, Anna Klobucka and Patricia Isabel Sobral. *Ponto do Encontro: Portuguese as a World Language*. 2nd edition. New York: Pearson Education, 2013.
http://wps.prenhall.com/wl_klobucka_ponto_1/
3. Matos, Marcia and Sara Neto-Kalife. *Bom Dia - Level 1*. New Bedford, MA: Spinner Publications, 2002.
http://www.spinnerpub.com/BD_Level_1.html

Pronunciation

4. Cristóforo Silva, Thaís. *Fonética e Fonologia do Português*. São Paulo: Editora Contexto, 2002.
<http://editoracontexto.com.br/fonetica-e-fonologia-do-portugues.html> (this page has a summary and the introduction as PDFs)
See also Extra Material here:
<http://editoracontexto.com.br/material-extra>
5. http://ppglin.posgrad.ufsc.br/files/2013/04/Livro_Fonetica_e_Fonologia.pdf

Writing

6. Omniglot - Portuguese
<http://www.omniglot.com/writing/portuguese.htm>
7. Tufano, Douglas. *Novo Acordo Ortográfico de 1990*. São Paulo: Melhoramentos, 2008.
http://sistemas.rei.unicamp.br/pdf/Guia_Reforma_Ortografica_CP.pdf

Grammar

8. Ackerlind, Sheila and Rebecca Jones-Kellogg. *Portuguese - A Reference Manual*. Austin, TX: University of Texas Press, 2011.

Luso-Brazilian Portuguese Language and Culture Resources

9. Department of Modern Languages and Linguistics
http://sta.uwi.edu/fhe/dmll/Portuguese_Resources.asp

Language Learning Sites

10. Effective Language Learning Through Books, Audio, Apps, Online Courses and Tutors | Living Language
<http://www.livinglanguage.com>
11. italki: Learn a language online
<http://www.italki.com>
12. busuu | Learn Spanish, French, English and other languages for free
<http://www.busuu.com>
13. Brazzil.com
<http://www.brazzil.com>
14. Portuguese language courses
<http://www.brazil.org.uk>
15. The Portuguese Language
<http://www.golisbon.com>

Online Dictionaries

16. English-Portuguese Online Dictionary. Free online English-Portuguese translation - ECTACO UK
www.ectaco.co.uk
17. Linguee
<http://www.linguee.com/>
18. Dicionário Online - Dicionários Michaelis - UOL
<http://michaelis.uol.com.br>

News Sites

19. Google
www.google.com.br
20. Yahoo
<http://br.yahoo.com>
21. Google Notícias
<http://news.google.com.br>



CSEC®

CXC 27/O/SYLL 15

www.cxc.org

22. BBC
<http://bbc.co.uk/portuguese>

23. CBN
<http://cbn.globoradio.globo.com>

More:

https://www.google.gy/search?q=portuguese+language+resources&oq=portuguese+language+resources&aqs=chrome..69i57j0l2.4314j0j4&sourceid=chrome&es_sm=0&ie=UTF-8

Western Zone Office
15 May 2015

CARIBBEAN EXAMINATIONS COUNCIL

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MODERN LANGUAGES

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Key:

French

Paper 01
Paper 01 – Part A Learning Comprehension
Paper 02
Paper 02 Mark Scheme
Paper 02 Key

Spanish

Paper 01
Paper 01 – Part A Learning Comprehension
Paper 02
Paper 02 Mark Scheme
Paper 02 Key
Paper 03 Oral Reading Passage
Paper 03 Oral Conversation
Paper 03 Oral Responses

Portuguese

Paper 01
Paper 01 – Part A Learning Comprehension
Paper 02 Free Response
Paper 02 Holistic Mark Scheme
Paper 02 Mark Scheme
Paper 03 Oral Responses
Paper 03 Oral Conversation
Paper 03 Oral Reading Passage



CANDIDATE – PLEASE NOTE!

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **01222010**

SPEC 2016/01222010

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

FRENCH

PAPER 01 – General Proficiency

SPECIMEN PAPER

**PART A – LISTENING COMPREHENSION
PART B – READING COMPREHENSION**

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Do not be concerned that the answer sheet provides spaces for more answers than there are items in this test.
4. Each item in this test has four suggested answers lettered (A), (B), (C), (D). After listening to or reading each item you are about to answer, decide which choice is best.
5. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

La Martinique est une . . .

- (A) île
- (B) cité
- (C) ville
- (D) presque île

Sample Answer



The best answer to this item is “île”, so (A) has been shaded.

6. If you want to change your answer, erase it completely before you fill in your new choice.
7. The supervisor will tell you when to start and stop working on the different parts of this test. Follow the instructions which you will hear.

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

PART A

ITEMS 1–30

LISTENING COMPREHENSION

45 minutes

SECTION I

Instructions: For EACH question in this section you will hear a single sentence. Choose from the four pictures in your test booklet the ONE picture which shows what the sentence says. Then, shade the corresponding space on your answer sheet.

For example, you hear: **Il lui donne un beau cadeau.**

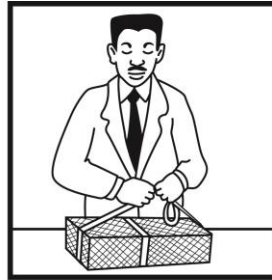
You see:



(A)



(B)



(C)



(D)

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

1.



(A)



(B)



(C)



(D)

2.



(A)



(B)



(C)

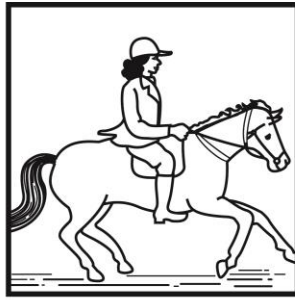


(D)

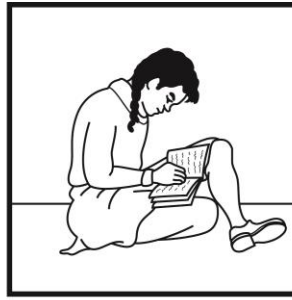
3.



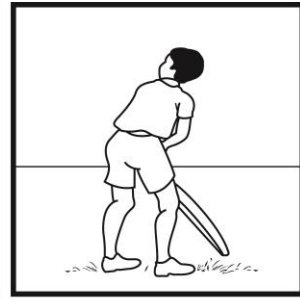
(A)



(B)



(C)



(D)

4.



(A)



(B)



(C)



(D)

5.



(A)



(B)



(C)



(D)

6.



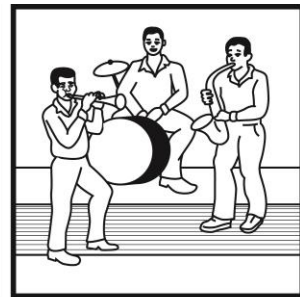
(A)



(B)



(C)



(D)

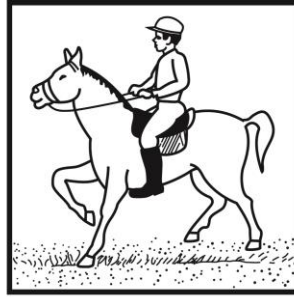
7.



(A)



(B)



(C)



(D)

8.



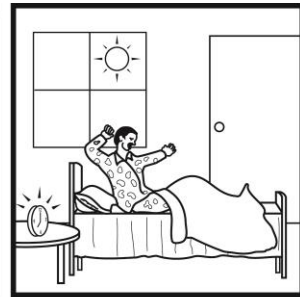
(A)



(B)



(C)



(D)

SECTION II

Instructions: In this section you will hear a number of situations. Each situation will be read twice and will be followed by one question or incomplete statement. Four suggested answers for EACH question are printed in your test booklet. For each question choose the answer which BEST completes the question or statement. For example, you will hear:

Jean est allé chercher des vêtements neufs pour aller à la boum. (Twice)
Qu'est-ce qu'il a acheté?

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

- (A) Une jupe et une robe
- (B) Un journal et un livre
- (C) Une cassette et un disque
- (D) Une chemise et un pantalon

Sample Answer

- (A) (B) (C) ●

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

Now listen carefully to the first question in this section.

- | | |
|--|--|
| <p>9. (A) étudier bien
(B) jouer un peu
(C) travailler dur
(D) faire les devoirs</p> | <p>13. (A) Sortir
(B) Redoubler
(C) Voir le directeur
(D) Porter des lunettes</p> |
| <p>10. (A) Un marin
(B) Un malade
(C) Un contrôleur
(D) Un conducteur</p> | <p>14. (A) Il lance le ballon.
(B) Il lit les journaux.
(C) Il s'entraîne le samedi.
(D) Il prend des vitamines.</p> |
| <p>11. (A) A l'hôtel
(B) Au restaurant
(C) Chez le médecin
(D) Chez la concierge</p> | <p>15. (A) au vendeur
(B) à la réceptionniste
(C) à la femme de ménage
(D) au patron d'un restaurant</p> |
| <p>12. (A) A la ferme
(B) Chez le coiffeur
(C) Chez le dentiste
(D) A l'agence de voyage</p> | <p>16. (A) Dans la cave
(B) A la pâtisserie
(C) A la parfumerie
(D) Dans la chambre</p> |

SECTION III

Instructions: In this section you will hear a series of public announcements or selections followed by a number of questions. Each announcement or selection will be read twice. For each question there is a choice of four responses or completions. Select the BEST response and shade the corresponding space on your answer sheet. There is no sample question in this section.

First Selection

17. (A) A la radio
(B) Au téléphone
(C) A la télévision
(D) Au magnétophone
18. (A) Midi
(B) Minuit
(C) Huit heures du soir
(D) Huit heures du matin
19. (A) Les invités
(B) Les sportifs
(C) Les auditeurs
(D) Les informations

Second Selection

20. (A) Des écoliers
(B) Des nageurs
(C) Des passagers
(D) Des employés
21. (A) En avion
(B) En voiture
(C) Au bureau
(D) Dans un train
22. (A) En Angleterre
(B) Au Canada
(C) Au théâtre
(D) A l'opéra

SECTION IV

Instructions: A passage in French has just been read to you. You may now study the questions and make notes.

You must select the BEST answer and shade the corresponding space on the answer sheet provided.

An Embarrassing EncounterPART APART B

23. Where should Durand have been that Friday morning?
- (A) At home
(B) At the cinema
(C) In the principal's office
(D) In his mathematics class
24. How did he escape his teachers' attention?
- (A) By hiding in the bathroom
(B) By pretending to go to the office
(C) By sitting in the back of the class
(D) By slipping out the back gate of the school
25. What did Durand do on arriving at the cinema?
- (A) He bought a magazine.
(B) He went to the bathroom.
(C) He bought his ticket and snacks.
(D) He handed in his ticket and entered.
26. Why was Durand nervous?
- (A) He was afraid of the dark.
(B) He did not like the cinema.
(C) He could not enjoy himself.
(D) He had never done this before.
27. Why did Durand apologize to his neighbour?
- (A) He dropped his ticket.
(B) He stepped on his foot.
(C) He spilled his drink on him.
(D) He interrupted him during the film.
28. Who was the person sitting next to Durand?
- (A) A former teacher
(B) A fellow student
(C) An old man
(D) An usher
29. What setback did Durand suffer?
- (A) The film was cut short.
(B) He had to run an errand.
(C) He was ordered to return to school.
(D) The weather forced him to seek shelter.
30. Where did Durand's adventure take him in the end?
- (A) To a new school
(B) To a friend's home
(C) To the principal's office
(D) To the new shopping centre

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 AN ITEM, GO ON TO THE NEXT ONE. YOU CAN RETURN TO THAT ITEM LATER.

PART B

ITEMS 31–60

READING COMPREHENSION

30 minutes

SECTION I

Instructions: Each of the following sentences contains a blank space. Below each one are four choices. Select the one which BEST completes the sentence. Then, shade the corresponding space on your answer sheet.

Example

Quand j'ai . . . je bois de l'eau.

- (A) soif
(B) faim
(C) soin
(D) froid

Sample Answer

- | | |
|---|--|
| <p>31. Une . . . de calme régnait dans la ville.</p> <p>(A) zone
(B) région
(C) altitude
(D) atmosphère</p> | <p>35. Il va pleuvoir. Le ciel est maintenant . . . de nuages.</p> <p>(A) plein
(B) rempli
(C) entouré
(D) couvert</p> |
| <p>32. Pendant son . . . à l'hôtel il n'y avait pas d'eau.</p> <p>(A) séjour
(B) voyage
(C) passage
(D) secours</p> | <p>36. Quand les enfants parlaient en vacances maman leur a dit: . . .</p> <p>(A) "Bonne fête!"
(B) "Bon séjour!"
(C) "Bon courage!"
(D) "Bonne chance!"</p> |
| <p>33. Jacques s'est couché très tôt ce soir parce qu'il avait . . .</p> <p>(A) soif
(B) faim
(C) sommeil
(D) de la chance</p> | <p>37. Mme Lorraine court vite, mais trop tard! Elle a . . . l'autobus.</p> <p>(A) pris
(B) réussi
(C) manqué
(D) dépassé</p> |
| <p>34. Les enfants n'aiment pas jouer dans la maison, ils préfèrent jouer . . .</p> <p>(A) en bas
(B) en face
(C) dedans
(D) dehors</p> | <p>38. Que . . . dire ce mot-ci?</p> <p>(A) sait
(B) veut
(C) fait
(D) rend</p> |

SECTION II

Instructions: The situations below contain blank spaces indicating that words are left out. For each blank space there are four suggested answers. Select the word or phrase which will make the sentence GRAMMATICALLY correct. Then, shade the corresponding space on your answer sheet.

Example

Si Mademoiselle Lacoste était riche elle ... une belle voiture.

1

Sample Answer

1. (A) achètera
(B) achèterai
(C) achèterait
(D) achèterais

1. (A) (B) (C) (D)

Première place

L'été ... , je suis ... à Grand Anse ... Grenade avec mes parents. ... super.
39 40 41 42

Nous sommes ... au bord de la mer. Tous les matins, j' ... à la plage faire de la
43 44

planche à voile. Le dernier jour de nos vacances, il ... une course de planche à
45

voile et j'ai gagné. Mes parents m'ont
46

A bientôt,

Marianne

39. (A) dernier
(B) dernière
(C) derniers
(D) dernières

43. (A) resté
(B) restées
(C) restés
(D) rester

40. (A) allé
(B) allée
(C) allés
(D) allées

44. (A) allé
(B) irai
(C) irais
(D) allais

41. (A) à
(B) au
(C) à la
(D) aux

45. (A) a en
(B) avait
(C) aurait
(D) aura

42. (A) il est
(B) il était
(C) c'est
(D) c'était

46. (A) félicité
(B) félicitée
(C) félicités
(D) félicitées

SECTION III

Instructions: The situations below contain blank spaces indicating that words are left out. For each blank there are four suggested answers. Read carefully, then select the choice that is **BEST** in the context for each blank space. Then, shade the corresponding space on your answer sheet.

Example

Dépêchez-vous! Jacques . . . d'arriver de Paris en avion.

1

Il nous attend à

2

1. (A) va
(B) vient
(C) peut
(D) doit

2. (A) l'aéroport
(B) la gare
(C) la station
(D) l'entrepôt

Sample Answers

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)

Entretien avec une chanteuse

Viva: Que faites-vous ... vos moments de ...?

47

48

MH: J'aime rester chez moi. J'aime m'occuper ... mon intérieur. Je vais parfois au

49

cinéma et j'adore le théâtre. Mais je n'aime pas du tout ... des discothèques. Je n'y

50

vais ... pour la promotion de mes CD.

51

Viva: Parlez-nous de votre famille.

MH: J'ai un fils. Je ... adore. Vous savez ma famille est plus importante que ma ...

52

53

comme chanteuse.

47. (A) en
(B) avec
(C) pour
(D) pendant
48. (A) loisir
(B) travail
(C) courses
(D) spectacles
49. (A) à
(B) de
(C) en
(D) avec
50. (A) l'envie
(B) le prix
(C) le quartier
(D) l'ambiance
51. (A) pas
(B) que
(C) plus
(D) jamais
52. (A) l'
(B) le
(C) la
(D) les
53. (A) jour
(B) séjour
(C) succès
(D) carrière

SECTION IV

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

Items **54–56** refer to the following.

**RESTAURANT
MARÉSOL**

**OUVERT TOUS LES JOURS
De 7h à 23 h**

Ambiance chaleureuse
Pour ceux qui savent apprécier le luxe
On vous propose
Une cuisine et un service raffinés
Selon les désirs d'une clientèle sophistiquée
Tél: 97.56.11

SITUE AU BORD DE LA MER

- 54.** Où se trouve le Restaurant Marésol?
- (A) Sur la côte
(B) A la campagne
(C) Près de l'aéroport
(D) En plein centre ville
- 55.** On peut y dîner . . .
- (A) cinq jours par semaine
(B) six jours par semaine
(C) n'importe quel jour
(D) seulement la nuit
- 56.** Ce restaurant attire des clients qui...
- (A) aiment le luxe
(B) apprécient la simplicité
(C) aiment être en pleine ville
(D) préfèrent un repas à prix bas

Items 57–60 refer to the following.

Après une longue journée au bureau, Pierre rentrait chez lui à pied. En arrivant au coin de la rue où était située une petite maison, il est devenu très inquiet quand il a entendu la voix d'un homme qui disait: "Donne-moi tout l'argent ou je te tuerai."

Pierre a eu peur et a décidé de contacter tout de suite la police, utilisant la cabine téléphonique tout près.

Dix minutes plus tard, une demi-douzaine de policiers, armés de fusils, sont arrivés en deux voitures. Imaginez-vous leur étonnement et leur colère quand ils ont trouvé un homme qui regardait un téléfilm!

57. Qu'est-ce Pierre a cru entendre?

- (A) Une pièce de théâtre
- (B) Un vol à main armée
- (C) Des enfants qui jouaient
- (D) Des jeunes gens qui se disputaient

58. Comment a-t-il réagi?

- (A) Il a appelé la police.
- (B) Il n'a pas fait attention.
- (C) Il est rentré à la maison.
- (D) Il a commencé à faire du bruit.

59. Combien de policiers sont arrivés?

- (A) Deux
- (B) Six
- (C) Dix
- (D) Douze

60. Les policiers avaient l'air ... d'apprendre la vérité.

- (A) triste et fâché
- (B) heureux et gai
- (C) surpris et furieux
- (D) inquiet et méchant

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

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

FRENCH

PAPER 01 – General Proficiency

SPECIMEN

	Item Number	KEY		Item Number	KEY
Part A Section I	1	C	Part B Section I	31	D
	2	A		32	A
	3	C		33	C
	4	D		34	D
	5	B		35	D
	6	D		36	B
	7	C		37	C
	8	A		38	B
Part A Section II	9	B	Part B Section II	39	A
	10	B		40	B
	11	C		41	C
	12	B		42	D
	13	D		43	C
	14	C		44	D
	15	B		45	A
	16	B		46	B
Part A Section III	17	A	Part B Section III	47	D
	18	C		48	A
	19	D		49	B
	20	C		50	D
	21	A		51	B
	22	A		52	A
Part A Section IV	23	D	Part B Section IV	53	D
	24	D		54	A
	25	C		55	C
	26	D		56	A
	27	C		57	B
	28	A		58	A
	29	C		59	B
	30	C		60	C



TEST CODE **01222010 – TS**

SPEC 2016/01222010 – TS

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

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

F R E N C H

S P E C I M E N P A P E R

P A P E R 0 1 – G e n e r a l P r o f i c i e n c y

P A R T A – L I S T E N I N G C O M P R E H E N S I O N

I T E M S 1–30

T E A C H E R ’ S S C R I P T

45 minutes

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SECTION I

Instructions: For EACH question in this section you will hear a single sentence. Choose from the four pictures in your test booklet the ONE picture which shows what the sentence says. Then, shade the corresponding space on your answer sheet.

For example, you hear: Il lui donne un beau cadeau.

Now look at the four pictures printed in your test booklet. (15 seconds)

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

Now get ready to listen to Question 1.

Question number 1 Le jeune homme est furieux. (15 seconds)

Question number 2 Elle a cassé les oeufs. (15 seconds)

Question number 3 Mon passe-temps préféré est la lecture. (15 seconds)

Question number 4 Ils montent dans l'autobus. (15 seconds)

Question number 5 Elle amuse les spectateurs. (15 seconds)

Question number 6 Les trois hommes jouent de la musique. (15 seconds)

Question number 7 Une promenade à cheval me plaît beaucoup. (15 seconds)

Question number 8 Il est sur le point de se coucher. (15 seconds)

STOP. Now go on to the next page.

SECTION II

Instructions: For each question in this section you will hear a number of situations. Each situation will be read twice and will be followed by one question or incomplete statement. Four suggested answers for EACH question are printed in your test booklet. For each question choose the answer which BEST completes the question or statement. For example, you will hear:

Jean est allé chercher des vêtements neufs pour aller à la boum. (Twice)
Qu'est-ce qu'il a acheté?

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

- (A) Une jupe et une robe
- (B) Un journal et un livre
- (C) Une cassette et un disque
- (D) Une chemise et un pantalon

Sample Answer

(A) (B) (C) ●

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

Now listen carefully to the first question in this section.

Question number 9 Pour passer le temps, quand il termine ses leçons le soir, Marc aime retrouver ses amis pour ... (15 seconds)

Question number 10 J'ai mal à la tête, à l'estomac et j'ai la fièvre. Qui parle? (15 seconds)

Question number 11 - Madame pour la toux il faut prendre une cuillerée de sirop, trois fois par jour.
Cette dame se trouve . . . (15 seconds)

Question number 12 Maryse attend son tour pour se faire couper les cheveux.
Où est Maryse? (15 seconds)

Question number 13 Pierre se plaint de ne pas bien voir le tableau noir. Qu'est-ce qu'il doit faire? (15 seconds)

Question number 14 Michel veut devenir footballeur. Qu'est-ce qu'il fait? (15 seconds)

Question number 15 - Je voudrais réserver une chambre avec douche et télévision s'il vous plaît.
Cette personne parle . . . (15 seconds)

Question number 16 - Je voudrais une part de gâteau s'il vous plaît. Où se trouve cette personne? (15 seconds)

SECTION III

Instructions: In this section you will hear a series of public announcements or selections followed by a number of questions. Each announcement or selection will be read twice. For each question there is a choice of four responses. Select the **BEST** response and shade the corresponding space on your answer sheet. There is no sample question in this section.

First selection:

(Read first time at normal speed.)

- A. - Bonsoir! Je vous rappelle que vous êtes à l'écoute de France Inter. Au micro, Jean Dupin, qui vous présente notre émission habituelle de vingt heures: les dernières actualités françaises, reportage sportif, météo. Les grands titres d'abord . . .

(Read again, more slowly.)

Question number 17 Où se trouve Jean Dupin? (15 seconds)

Question number 18 Quelle heure est-il? (15 seconds)

Question number 19 Jean Dupin, qu'est-ce qu'il va présenter? (15 seconds)

Second selection:

(Read first time at normal speed.)

- B. - Mesdames, Messieurs, dans quelques minutes nous atterrissons à Londres. Nous vous prions de bien vouloir attacher votre ceinture de sécurité et éteindre votre cigarette si vous êtes en train de fumer. Veuillez observer les panneaux de signalisation qui sont maintenant allumés.

(Read again, more slowly.)

Question number 20 Qui entend cette annonce? (15 seconds)

Question number 21 Ces personnes, où sont-ils? (15 seconds)

Question number 22 Où vont-ils? (15 seconds)

SECTION IV**INSTRUCTIONS**

The passage should be read at a normal pace, the first and last (complete) readings each taking approximately 1 ½ minutes. 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 title in English is to be read to the candidates.

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

Listen carefully to the following instructions:

I shall read the passage straight through once. Listen carefully while I read.

I shall then instruct you to look at the questions in English on the text. You will be allowed **three minutes** to read the questions and make notes. There are two groups of questions.

I shall read the passage again, but this time in two parts. When I have finished reading Part A (but not before) you will be given **five minutes** in which to select your answers for the first group of questions. You must select the BEST answer and shade the corresponding letter on the answer sheet provided. This procedure will then be repeated for Part B.

I shall then read the passage a third time, straight through, and you will then be allowed **four minutes** for final revision.

An Embarrassing Encounter**PART A**

Vendredi dernier Michel Durand a décidé d'aller au cinéma au lieu d'aller au cours de mathématiques.

Vers huit heures, il a demandé d'aller à la salle de bains et il s'est glissé par la porte arrière du collège sans être vu par ses professeurs. Arrivé au cinéma, il a acheté son billet puis il a acheté un soda et du popcorn. Il est allé s'asseoir dans la salle. Le film a commencé. Mais pauvre Durand était très nerveux parce qu'il n'avait jamais fait ça de sa vie. Il ne pouvait pas s'amuser.

PART B

Durand était si nerveux qu'il a fini par renverser son soda sur son voisin. Il s'est tourné vers le monsieur pour s'excuser quand il s'est rendu compte que c'était son ancien professeur d'anglais. Quel malheur!

Le professeur furieux a demandé à Durand d'expliquer sa présence au cinéma. Puis il lui a dit de retourner au collège et d'aller immédiatement au bureau du directeur.

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 AN ITEM, GO ON TO THE NEXT ONE. YOU MAY RETURN TO THAT ITEM LATER.

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“*”Barcode Area*”
Front Page Bar Code

SPECIMEN

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

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SUBJECT FRENCH – Paper 02

PROFICIENCY GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

SCHOOL/CENTRE NUMBER

--	--	--	--	--	--

NAME OF SCHOOL/CENTRE

--

CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

--

DATE OF BIRTH

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

SIGNATURE _____

“*”Barcode Area*”
Sequential Bar Code

“*”Barcode Area*”
Current Bar Code

**DO NOT
WRITE ON
THIS PAGE**

SPEC 2016/01222020



TEST CODE 01222020/SPEC

MAY/JUNE 2016

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EXAMINATION

FRENCH

Paper 02 – General Proficiency

FREE RESPONSE

2 hours 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper comprises FOUR sections. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
5. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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

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01222020/F/SPEC 2016

“*”Barcode Area”*”
Sequential Bar Code

SECTION I

DIRECTED SITUATIONS

ANSWER ALL QUESTIONS.

1. **Write in FRENCH the information required for EACH of the situations given below. Do NOT write more than ONE sentence for each situation. For some situations a complete sentence may not be necessary. Do NOT translate the situations given. Do NOT use abbreviations. WRITE EACH ANSWER IN THE SPACES PROVIDED.**

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

- (a) In a card to your sister who is abroad, you express two wishes for her birthday. What do you write?

.....
.....
.....
.....

(3 marks)

- (b) Your teacher is annoyed with you for falling asleep in class. Write a note of apology explaining why this happened.

.....
.....
.....
.....

(3 marks)

DO NOT WRITE IN THIS AREA

GO ON TO THE NEXT PAGE

- (c) You need to return to town to run an errand that you had forgotten to do for your mother. Leave her a note explaining this.

.....

.....

.....

.....

(3 marks)

- (d) You send an email to a hotel in Martinique reserving a room for a specific period of time. What does the email say?

.....

.....

.....

.....

(3 marks)

- (e) In the language lab at your school there is a notice reminding students of two things not to do in the lab. What does the notice say?

.....

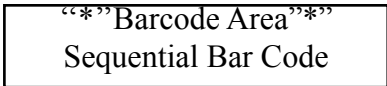
.....

.....

.....

(3 marks)

DO NOT WRITE IN THIS AREA



- (f) You receive a note from your swimming teacher cancelling your class and giving a reason. What does the note say?

.....
.....
.....
.....

(3 marks)

- (g) Your father promised to buy you a particular item during a trip abroad. Send him an email giving him a description of the item.

.....
.....
.....
.....

(3 marks)

- (h) While filling out a scholarship application form, you are asked to give two reasons why you chose French. What do you write?

.....
.....
.....
.....

(3 marks)

DO NOT WRITE IN THIS AREA

GO ON TO THE NEXT PAGE

- (i) Your teacher leaves a message specifying two things that the class must do for homework. What does the message say?

.....

.....

.....

.....

(3 marks)

- (j) You have to be at school very early the following day. Leave your mother a note asking her to wake you at a specific time.

.....

.....

.....

.....

(3 marks)

Total 30 marks

DO NOT WRITE IN THIS AREA

SECTION II

LETTER

2. Use the following outline as a guide to write a letter in **FRENCH** of **NO MORE THAN 130–150 words**. Use the tenses appropriate to the topic.

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

Write a letter to the Guadeloupian pen pal with whose family you recently spent some time, in which you

- (i) thank him/her for the time spent and say what you enjoyed most.
- (ii) invite him/her to spend a period of time with you during the upcoming summer holidays
- (iii) talk of your plans for him/her during his/her stay with you
- (iv) request information on what he/she would like to do when he/she visits.

(Do NOT write your real name and address, but include the date in FRENCH and use the appropriate beginning and ending.)

Total 30 marks



Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA



“*” Barcode Area “*”
Sequential Bar Code



DO NOT WRITE IN THIS AREA

NOTHING HAS BEEN OMITTED.

“*”Barcode Area*”
Sequential Bar Code

SECTION III

CONTEXTUAL DIALOGUE

3. Use the blank spaces provided to complete the dialogue between you and the caller by giving your responses in FRENCH.

You are working at the tourism office during the holidays and a gentleman calls to seek information about your country.

Responses to ALL of the cues listed below MUST be included in the completed dialogue.

- (i) Greetings
- (ii) Explanation as to why he had not called
- (iii) First impressions and other details of the country
- (iv) A problem which he has
- (v) How he plans to resolve the problem

Complete the dialogue below.

Ton père: Allô!

Robert:

.....

Ton père: Ah Robert! On te croyait perdu!

Robert:

.....

Ton père: Moi, ça va, un peu fatigué. Mais ta mère était très inquiète sans tes nouvelles. Alors tout va bien?

Robert:

.....

GO ON TO THE NEXT PAGE

Ton père: Quel temps fait-il?

Robert:

.....

Ton père: Bonne idée ça. Tu ne t'ennuies pas trop?

Robert:

.....

Ton père: Ton séjour va très bien donc?

Robert:

.....

Ton père: Ah bon, c'est quoi le problème.

Robert:

.....

Ton père: Et qu'est-ce que vous allez faire?

Robert:

.....

Total 20 marks

SECTION IV

READING COMPREHENSION

4. Read the following selection carefully. Do NOT translate, but answer the questions in ENGLISH.

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

A Runner's Story or How "Sugar-cane" Became a "Gazelle"

Marie-José Perec, athlète française, originaire de Basse-Terre en Guadeloupe a eu de très belles victoires aux derniers Jeux Olympiques. Pourtant la jeune Marie-José n'était pas très douée pour le sport. Souvent ses camarades ne voulaient même pas que cette fille grande et maladroite participe à leurs jeux; on refusait de l'avoir comme partenaire dans l'équipe lors des parties de hand-ball. On l'appelait «anne à sucre», cette adolescente aux grands bras et aux grandes jambes.

Mais aujourd'hui nous la connaissons comme «la gazelle», du nom de cet animal agile des plaines africaines. Elle court, elle court Marie-José – championne du monde de 400 m aux Jeux Olympiques de 1992, médaille d'or à Atlanta, première athlète française, la Guadeloupéenne a battu tous les records.

Agée de presque 30 ans aujourd'hui, Perec aura peu de chances de participer aux prochains Jeux Olympiques. Mais pour «cane à sucre» qui devient «gazelle», qui sait?

GO ON TO THE NEXT PAGE

Answer in ENGLISH, the following questions based on the selection you have just read.
Use a complete sentence for each response.

(a) Which country did Marie-José Pérec represent at the Olympics?

.....
.....
(1 mark)

(b) Where was she born?

.....
.....
(2 marks)

(c) Why was she, not involved in sport during her youth?

.....
.....
(2 marks)

(d) What prevented her from playing handball?

.....
.....
.....
(2 marks)

(e) Why was she given the nickname 'sugar-cane'?

.....
.....
.....
(2 marks)

GO ON TO THE NEXT PAGE

(f) How did she earn her new nickname?

.....
.....
(1 mark)

(g) Why was 1992 a significant year for Pérec?

.....
.....
.....
(2 marks)

(h) What explains her place in French athletics?

.....
.....
(2 marks)

(i) Approximately how old was Pérec?

.....
.....
(1 mark)

(j) Why was her age considered important?

.....
.....
.....
(3 marks)

Total 20 marks

END OF TEST

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

“*”Barcode Area”*”
Sequential Bar Code

DO NOT WRITE IN THIS AREA

EXTRA SPACE

If you use this extra page, you **MUST** write the question number clearly in the box provided.

Question No.

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DO NOT WRITE IN THIS AREA

**DO NOT
WRITE ON
THIS PAGE**

CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE:

1. **Fill in all the information requested clearly in capital letters.**

TEST CODE:

0	1	2	2	2	0	2	0
---	---	---	---	---	---	---	---

SUBJECT: FRENCH – Paper 02

PROFICIENCY: GENERAL

REGISTRATION NUMBER:

--	--	--	--	--	--	--	--	--	--

FULL NAME: _____
(BLOCK LETTERS)

Signature: _____

Date: _____

2. **Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.**
3. **Keep it in a safe place until you have received your results.**
-

INSTRUCTION TO SUPERVISOR/INVIGILATOR:

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature: _____
Supervisor/Invigilator

Date: _____

CARIBBEAN EDUCATION SECONDARY CERTIFICATE®
EXAMINATION

MODERN LANGUAGES SPECIMEN MARKING SCHEME

GENERAL PROFICIENCY

2016

Questions will be scored in one of two ways – ANALYTICALLY or HOLISTICALLY as directed.

Analytic scoring implies the isolation of one or more aspects of the exercise given and examining them individually. The following will be scored analytically:

- (i) Directed Situations (Section 1)
- (ii) Reading Comprehension (Section 4)

A breakdown of the marking criteria to be used has been provided.

Holistic scoring, in contrast to analytic scoring, implies an overall assessment of the candidate's performance in one or more areas. The following will be scored holistically:

- (i) Letter (Section 2)
- (ii) Contextual Dialogue (Section 3)

PAPER 02 - SECTION I

QUESTION 1 - DIRECTED SITUATIONS: Items - 10; Total Mark - 30

1. Each item will be assessed for its appropriateness and for correctness of expression (grammatical structure, spelling, tenses etc.).
2. (i) If the response includes all elements in the situation, adequately communicates meaning, mark out of 3.

(ii) If the response is partially appropriate (i.e. it adequately communicates meaning but does not include all elements in the situation) or inadequately communicates the meaning, mark out of 2 and indicate by the letter **P** in the right hand margin.

(iii) If the response (vocabulary or structure) does not make sense, distorts or does not convey meaning, then no marks can be awarded and the candidate scores zero on the item.
3. If the candidate has written more than ONE sentence **put a slash (/)** after the first sentence. Mark the first sentence only, except in cases where there are two short highly relevant sentences.
4. In assessing correctness of expression identify all errors. Each response is to be assessed separately. An error repeated in **the same** response is to be penalized only once.

Indicate errors as follows:

- (i) **X** - errors of grammar, spelling and vocabulary (also accents that change the meaning of the word.
- (ii) **^** for omissions
- (iii) **→** for incorrect word order
- (iv) **REP** - repeated errors

These symbols must be placed under the word where the error occurs.

5. **MARK CALCULATION**

- (i) Deduct marks as follows:

0-1 errors - 0 mark
2-4 errors - 1 mark
5-6 errors - 2 marks
more than 6 errors - assign zero
- (ii) Marks will be generated for each response in the response box having deducted the total marks lost from **3** or **2**.

PAPER 02 - SECTION II

QUESTION 2 - LETTER: 130-150 words; Total marks - 30

Note: The marker will use red ink for annotations.

1. In assessing the essay-type question, the following aspects are to be considered.
 - (a) Fluency of language, coherence, clarity and appropriateness to the situation
 - (b) Grammatical correctness, range of vocabulary and idiom
 - (c) Length
2. Before beginning to mark the question assess its length.
 - (i) For the purpose of marking, the minimum acceptable length of the answer is 120 words and the maximum 170. If in doubt make a quick check.
 - (ii) If the answer appears to go beyond the desired maximum (170), put a slash (/) at the end of the relevant sentence. Do not read beyond the cut-off point.
3.
 - (i) Read the answer for the first time and make an overall assessment paying attention to the fluency of the language used and the appropriateness to the situation. The answer should have a logical development that is relevant and clear to the reader. Place the candidate in one of the six broad categories listed on the Mark Scale (see page 5).
 - (ii) An **exception(!)** should be raised for all **problematic answers** (Problematic: (1) Inappropriate form, e.g. Letter rather than composition; (2) Totally irrelevant answers.). These responses will be referred to the Examining Committee.
4. Re-read the answer paying attention to the candidate's use of grammar. During this reading, tick exceptionally good usage (e.g. idiom, structure, vocabulary), identify all errors and make your final assessment taking all of these into consideration.

5. Indicate errors as follows:

- (i) **X** - errors of grammar, vocabulary and incorrect word order
- (ii) **S** - spelling
- (iii) **^** - omissions
- (iv) **REP** - Repeated errors

These symbols must be placed under the word where the error occurs.

6. Award a mark out of 30 according to the scale set out on page **5**.

7. Record the score in the response box.

QUESTION 2 - MARK SCALE FOR THE LETTER

EXCELLENT	30-24	Excellent - Ideas are well organized and logically developed, with all points clearly expressed. Candidate writes fluently using correct grammar, a wide range of idioms, vocabulary and structures. Shows coherence and clarity of expression with an occasional inaccuracy.
GOOD	23-19	Ideas are organized and logically developed, with all points clearly expressed. Shows coherence and clarity of expression. Uses generally correct grammar but may be somewhat less proficient in range of vocabulary and structures. <u>May contain a few errors.</u>
SATISFACTORY	18-15	May have addressed and developed all points showing good use of essential grammar, reasonable vocabulary and structure. Fairly clear and coherent but may have several errors.
MODERATE	14-11	May not have addressed and developed all the points. Shows general weakness in grammar, vocabulary and structure. Lacks coherence and clarity of expression but is comprehensible.
LIMITED	10-6	Has not addressed or developed all the points, uses poor grammar and vocabulary. Lacks coherence and clarity, scarcely comprehensible
POOR	5-0	Extremely weak — incomprehensible, may show constant use of English, French or Portuguese.
NO RESPONSE	NR	Nothing written.

PAPER 02 - SECTION III

QUESTION 3- CONTEXTUAL DIALOGUE: 80-100 words Total Marks - 20

1. In assessing the question, the following criteria are to be considered.
 - (a) Content/appropriateness of responses
 - (b) Coherence and clarity
 - (c) Grammar
 - (d) Length
2. Before beginning to mark the question assess its length.
 - (i) For the purpose of marking, the minimum acceptable length of the answer is 70 words and the maximum 110. If in doubt make a quick check.
 - (ii) If the answer appears to go beyond the desired maximum 110, put a **slash (/)** at the end of the relevant sentence.
Do not read beyond the cut-off point.
3.
 - (i) Read the answer for the first time and make an overall assessment paying attention to the fluency of the language used and the appropriateness of the response.
 - (ii) An **exception(!)** should be raised for all **problematic answers** (Problematic: Totally irrelevant answers). These responses will be referred to the Examining Committee.
4. Re-read the answer paying attention to the candidate's correct use of grammar. During this reading, tick exceptionally good usage (e.g. idiom, structure, vocabulary), identify all errors and make your final assessment taking all of these into consideration.
5. Indicate errors as follows:
 - (i) **X** - errors of grammar, vocabulary and incorrect word order
 - (ii) **S** - spelling
 - (iii) **^** - omissions
 - (iv) **REP** - repeated errors

These symbols must be placed under the word where the error occurs.

6. Place the candidate in one of the six broad categories listed on the mark scheme (See page 7).
7. Award a mark out of 20 according to the scale set out on page 7.

QUESTION 3 - ASSESSMENT CRITERIA - CONTEXTUAL DIALOGUE

Scores	Criteria
<p>EXCELLENT TO VERY GOOD</p> <p>20-16</p>	<p>Uses all cues well. Organizes and develops ideas/responses using language that flows naturally. Ideas/responses are very clearly expressed. Wide and proficient use of idioms, structures and vocabulary. Shows coherence and clarity of expression with an occasional inaccuracy.</p>
<p>GOOD</p> <p>15-13</p>	<p>Uses at least 4 of the cues well. Organizes and develops ideas/responses using language that flows naturally. Ideas/responses are clearly expressed. Uses generally correct grammar but may be somewhat less proficient in range of vocabulary and structures. May contain a few errors of grammar.</p>
<p>SATISFACTORY</p> <p>12-10</p>	<p>Uses at least 3 of the cues. Organizes and develops ideas/responses using language that flows fairly well. Ideas/responses are fairly well expressed. Adequate use of idioms, structures and vocabulary to enable communication. More obvious errors in grammar are present.</p>
<p>MODERATE</p> <p>9-7</p>	<p>Includes some of the cues but all may not be used well. Ideas and responses are not well organized/developed. Language shows some incoherence. Limited use of idioms, structures and vocabulary.</p>
<p>LIMITED</p> <p>6-4</p>	<p>Limited use of cues. Ideas/responses are not well organized or expressed. Lacks coherence and clarity, Poor use of idioms, structures and vocabulary.</p>
<p>POOR</p> <p>3-0</p>	<p>Very weak use of cues, very poor organization. Ideas/responses incoherent and incomprehensible. Very poor use of idioms, structures and vocabulary.</p>
<p>NR</p>	<p>Nothing written</p>

PAPER 02 - SECTION IV

QUESTION 4 - READING COMPREHENSION: Items - 10 Total Marks - 20

1. Marks will be awarded for comprehension. No marks will be deducted for language except where communication is affected.
2. There are 10 items for a total of 20 marks. Marks for items will range between 1 mark and 3 marks.
 - (a) For items out of 1 mark:

1 mark	-	fully correct
0 mark	-	completely incorrect
 - (b) For items out of a maximum of 2 marks:

2 marks	-	fully correct
1 mark	-	partially correct
0 mark	-	completely incorrect
 - (c) For items out of a maximum of 3 marks:

3 marks	-	fully correct
2, 1 mark(s)	-	partially correct
0 mark	-	completely incorrect

NOTE: These items are being marked as 1 QIG.

Assigning marks

- (i) Insert a tick \checkmark on the part(s) of the response that is/are correct.
- (ii) If the answer is incorrect, place an **X**.

01222020/K/SPEC 2016

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 EDUCATION SECONDARY CERTIFICATE®
EXAMINATION

FRENCH

SPECIMEN PAPER

PAPER 02 – GENERAL PROFICIENCY

KEY

2016

FRENCH
PAPER - 02 GENERAL PROFICIENCY
KEY

SECTION I

DIRECTED SITUATIONS

- (a) Bon anniversaire; amuse-toi bien au cinéma ce soir. **(3 marks)**
- (b) Monsieur/Madame je suis désolé/e, mais j'avais très mal à la tête. **(3 marks)**
- (c) Maman, je suis retourné/e en ville chercher le livre à la bibliothèque. **(3 marks)**
- (d) Je voudrais une chambre du 4 au 8 juillet s'il vous plaît. **(3 marks)**
- (e) Défense de boire et de manger. **(3 marks)**
- (f) Cours (de natation) annulé/Pas de cours de natation aujourd'hui à cause du (mauvais) temps/ à cause de la pluie. **(3 marks)**
- (g) Je veux un tee-shirt bleu marine avec une photo de Thierry Henry. **(3 marks)**
- (h) J'ai choisi le français parce que c'est une belle langue et c'est facile. **(3 marks)**
- (i) Faites exercice 3; lisez chapitre 10. **(3 marks)**
- (j) Maman, réveille-moi à 6h s'il te plaît. **(3 marks)**

Total 30 marks

FRENCH
PAPER - 02 GENERAL PROFICIENCY
KEY

SECTION III
CONTEXTUAL DIALOGUE

- Ton père: Allô!
- Robert: **Papa? C'est moi, Robert. Bonjour!**
- Ton père: Ah Robert! On te croyait perdu!
- Robert: **Non, papa, c'est qu'il n'y avait pas de téléphone là où nous étions à la campagne. Ça va?**
- Ton père: Moi, ça va, un peu fatigué. Mais ta mère était très inquiète sans tes nouvelles. Alors tout va bien?
- Robert: **Oui, oui. Les gens sont très sympa et le paysage est magnifique.**
Ton père: Quel temps fait-il?
- Robert: **Alors là, il pleut tous les après-midi, mais pas pendant longtemps. Mais, on se douche sous la pluie!**
- Ton père: Bonne idée ça. Tu ne t'ennuies pas trop?
- Robert: **Pas du tout. Hier, nous sommes allés voir Kourou. Nous n'avons pas pu y entrer, mais c'était quand même intéressant.**
- Ton père: Ton séjour va très bien donc?
- Robert: **Oui, nous sommes contents en gros mais moi j'ai un problème.**
Ton père: Ah bon, c'est quoi le problème?
- Robert : **J'ai perdu mon passeport.**
- Ton père : Et qu'est-ce que vous allez faire?
- Robert : **On va voir la Police pour avoir un document qui me permettra de voyager.**

Total 20 marks

FRENCH
PAPER - 02 GENERAL PROFICIENCY
KEY

SECTION IV

READING COMPREHENSION

A Runner's Story

4. (a) France (1 marks)
- (b) Basse-Terre, Guadeloupe (2 marks)
- (c) She was not very good at sports in her youth (being tall and
rather clumsy).
1 1 (2 marks)
- (d) No one wanted to have her as a partner. (2 marks)
1 1
- (e) She got that name because of her long arms and legs. (2 marks)
1
- (f) She earned her new nickname because her agility made one think
of a gazelle. (2 marks)
1 1
- (g) She won the gold medal for her performance in the 400m race. (2 marks)
1 1
- (h) She has broken all records in athletics and is considered the
best female athlete. (3 marks)
1 1 1
- (i) She was about 30 years old. (1 mark)
- (j) It was unlikely that at her age, she would be able to
participate in the next Olympic Games. (3 marks)
1 1 1

Total 20 marks



TEST CODE **01245010**

SPEC 2016/01245010

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
C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N
S P A N I S H
S P E C I M E N P A P E R

Paper 01 – General Proficiency

PART A – LISTENING COMPREHENSION
PART B – READING COMPREHENSION

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY

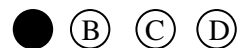
1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Do not be concerned that the answer sheet provides spaces for more answers than there are items on this test.
4. Each item in this test has four suggested answers lettered (A), (B), (C), (D). After listening to or reading each item you are about to answer, decide which choice is best.
5. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Venezuela es . . .

- (A) un país
- (B) una colonia
- (C) una ciudad
- (D) un continente

Sample Answer



The best answer to this item is “un país”, so (A) has been shaded.

6. If you want to change your answer, erase it completely before you fill in your new choice.
7. The supervisor will tell you when to start and stop working on the different parts of this test. Follow the instructions which you will hear.

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

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01245010/SPEC 2016

PART A

ITEMS 1-30

LISTENING COMPREHENSION

45 minutes

SECTION I

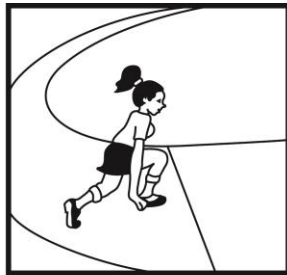
Instructions: For EACH question in this section you will hear a single sentence. Choose from the four pictures in your test booklet the ONE picture which BEST shows what the sentence says. Then, shade the corresponding space on your answer sheet.

For example, you hear: El muchacho va a correr.

You see:



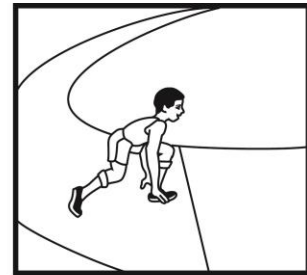
(A)



(B)



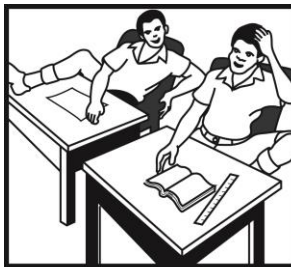
(C)



(D)

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

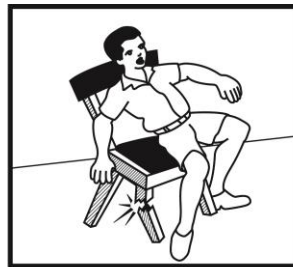
1.



(A)



(B)



(C)



(D)

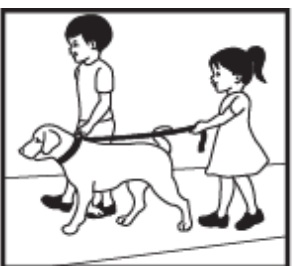
2.



(A)



(B)



(C)



(D)

3.



(A)



(B)

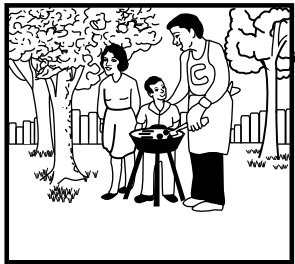


(C)



(D)

4.



(A)



(B)

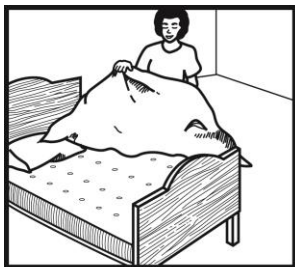


(C)



(D)

5.



(A)



(B)



(C)



(D)

6.



(A)



(B)

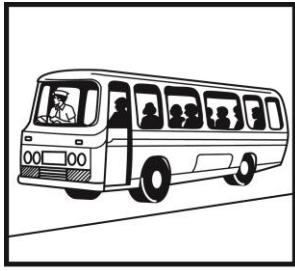


(C)



(D)

7.



(A)



(B)



(C)



(D)

8.



(A)



(B)



(C)



(D)

SECTION II

Instructions: For each question in this section you will hear a number of situations. Each situation will be read twice and will be followed by one question or incomplete statement. Four suggested answers for each question are printed in your test booklet. For EACH question, choose the answer which BEST completes the question or statement. For example, you will hear:

¡Mamá, tengo muchísima hambre! (Twice)
¿Qué quiere esta persona?

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

- (A) Un caramelo
- (B) Una comida
- (C) Un médico
- (D) Una galleta

Sample Answer

(A) ● (C) (D)

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

9. (A) En el hotel
(B) En la aduana
(C) En el hospital
(D) En la zapatería

13. (A) A la iglesia
(B) A la piscina
(C) A la escuela
(D) A la farmacia

10. (A) En su carro
(B) En la plaza
(C) En el banco
(D) En su escuela

14. (A) Al cine
(B) A la plaza
(C) A la playa
(D) Al estadio

11. (A) En una fábrica
(B) En un mercado
(C) En una farmacia
(D) En una zapatería

15. (A) El novio de Carlota
(B) El profesor de Carlota
(C) El abogado de Carlota
(D) El enemigo de Carlota

12. (A) El médico
(B) El visitante
(C) La cocinera
(D) La secretaria

16. (A) Feliz
(B) Cansada
(C) Frustrada
(D) Sorprendida

SECTION III

Instructions: In this section you will hear a series of public announcements or selections followed by a number of questions. Each announcement or selection will be read twice. For each question there is a choice of four responses. Select the **BEST** response and shade the corresponding space on your answer sheet. There is no sample question in this section.

First Selection

17. (A) En la casa de loros
(B) En el Parque Dorado
(C) En el Parque Cuadrado
(D) En la casa de los monos
18. (A) Llegar a tiempo
(B) Pedir información
(C) Ir a casa de los monos
(D) Llegar a las tres en punto
19. (A) Ir al parque juntos
(B) Seguir divirtiéndose
(C) Ir a ver los caballos
(D) Seguir admirando los animales

Second Selection

20. (A) En un hotel
(B) En la iglesia
(C) En el autobús
(D) En una tienda
21. (A) Una fiesta
(B) Una oferta
(C) Una merienda
(D) Una competencia
22. (A) En veinte minutos
(B) El año que viene
(C) En ocho minutos
(D) El próximo mes

SECTION IV

Instructions: A passage in Spanish has just been read to you. You may now study the questions and make notes.

You must select the BEST answer and shade the corresponding letter on the answer sheet provided.

A Dream Come True

PART A

PART B

23. Why was Lola anxious when she woke up yesterday?
- (A) She was feeling happy.
(B) She wanted a happy wedding.
(C) She was late for her wedding.
(D) She was having her second wedding.
24. Why did she get ready at nine thirty?
- (A) To go to church
(B) To listen to the radio
(C) To see her wedding dress
(D) To be on time for her wedding
25. What did she carry in her hands?
- (A) A bouquet
(B) A telephone
(C) Her white dress
(D) Her father's radio
26. What happened when it was time to leave the house?
- (A) Her father was not at home.
(B) Her bridesmaid had not arrived.
(C) Her bridesmaids went to listen to the radio.
(D) They heard some bad news on the radio.
27. What did they hear on the radio?
- (A) There was a problem in the city.
(B) Many persons had died in the city.
(C) Lola's fiancé was injured in an accident.
(D) There was traffic congestion in the city.
28. How did Lola react to the news?
- (A) She fainted.
(B) She screamed.
(C) She fell on the floor, crying and screaming.
(D) She threw herself on the floor shouting.
29. What was Lola's father told on the telephone?
- (A) Enrique was hurt.
(B) Enrique was fine.
(C) Enrique was really dead.
(D) Enrique was already at the church.
30. What did Lola believe then?
- (A) Enrique was happy.
(B) Enrique would be late.
(C) It was going to be her happiest day.
(D) It was going to be a sad day for her family.

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 AN ITEM, GO ON TO THE NEXT ONE. YOU CAN RETURN TO THAT ITEM LATER.

PART B

ITEMS 31–60

READING COMPREHENSION

30 minutes

SECTION I

Instructions: Each of the following sentences contains a blank space. Below each sentence are four choices. Select the one which **BEST** completes the sentence. Then, shade the corresponding space on your answer sheet.

Example

No me levanto temprano porque la oficina está ... hoy.

- (A) rota
- (B) fuera
- (C) cerca
- (D) cerrada

Sample Answer



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

31. Voy a leer y hacer mis deberes en ...

- (A) la librería
- (B) la librería
- (C) la estantería
- (D) la biblioteca

33. Hay dos meses que no llueva, la tierra está muy ...

- (A) seca
- (B) fresca
- (C) cansada
- (D) lluviosa

32. Los empleados se niegan a entrar en la fábrica porque hay ...

- (A) dinero
- (B) trabajo
- (C) huelga
- (D) empleo

34. No me gusta el pollo hervido. Prefiero comerlo ...

- (A) asado
- (B) rosado
- (C) enfriado
- (D) barbecho

- 35.** He perdido la ... y ahora no puedo abrir la puerta.
- (A) cerradura
 - (B) memoria
 - (C) voluntad
 - (D) llave
- 36.** Para lavar la ropa tengo todo menos ...
- (A) la sopa
 - (B) el jabón
 - (C) la llave
 - (D) el jamón
- 37.** No me gané la lotería. Me siento ...
- (A) triste
 - (B) feliz
 - (C) cansado
 - (D) dichoso
- 38.** Todos podemos ir en su carrito, pero estaremos muy ...
- (A) cómodos
 - (B) apretados
 - (C) apresurados
 - (D) comprometidos

SECTION II

Instructions: The situations below contain blank spaces indicating that words are left out. For each blank there are four suggested answers. Select the word or phrase which will make the sentence GRAMMATICALLY correct. Then, shade the corresponding space on your answer sheet.

Example

La casa fue ... el año pasado, y ahora ... muy bonita.

1

2

1. (A) pintado
(B) pintada
(C) pintadas
(D) pintados

2. (A) está
(B) fue
(C) estaba
(D) tiene

Sample Answer

1. (A) (B) (C) (D)
2. (B) (C) (D)

¡Una Experiencia Fenomenal!

Lina, ... dónde estoy? ... en la ciudad de México junto a la pirámide de la luna ... los aztecas

39

40

41

hace siglos. Lina, me ... tan emocionada al lado ... esta construcción tan enorme ... tengo

42

43

44

ganas de llorar. ¡No sabes cuántas ... soñé con ... este lugar!

45

46

39. (A) sabes
(B) escribes
(C) conoces
(D) quieres

43. (A) de
(B) por
(C) cabe
(D) para

40. (A) Me voy
(B) Siento
(C) Había
(D) Me encuentro

44. (A) que
(B) quien
(C) el cual
(D) porque

41. (A) dicha
(B) alcanzada
(C) edificada por
(D) destruida sobre

45. (A) tiempos
(B) cuantas
(C) veces
(D) meses

42. (A) visto
(B) lavo
(C) siento
(D) peino

46. (A) visité
(B) visitar
(C) visitamos
(D) visitaremos

SECTION III

Instructions: The following example contains blank spaces indicating that words are left out. For each blank space there are four suggested answers. Read carefully, then select the choice that is **BEST** in the context for each blank space. Then, shade the corresponding space on your answer sheet.

Example

... que ir mañana

- (A) Debo
- (B) Tengo
- (C) Insisto
- (D) Pregunto

Sample Answer



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

Encuentro de Turistas con una Vendedora Panameña

–¡Mujer! nos va atender o no? ¿Por qué no nos hace ...? ¿quiere que ... grite?

47

48

–¡Maleducado! Y Ud. piensa que puede hablarme a mí de esa manera porque tiene ...

49

americano? Eso es ... algunos turistas piensan ¿verdad? Pues, ¡No! No ... pueden hacer.

50

51

Ustedes los turistas deben ... que los vendedores somos gente ... ustedes y

52

53

merecemos respeto.

- 47. (A) nada
- (B) celos
- (C) ganas
- (D) caso

- 51. (A) lo
- (B) me la
- (C) me los
- (D) se las

- 48. (A) lo
- (B) la
- (C) los
- (D) les

- 52. (A) entender
- (B) entendian
- (C) entenderan
- (D) entendemos

- 49. (A) dolor
- (B) color
- (C) dinero
- (D) chaqueta


- 53. (A) tan
- (B) como
- (C) mas que
- (D) diferente

- 50. (A) la
- (B) me los
- (C) se las
- (D) lo que

SECTION IV


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

Items **54–56** refer to the following.



CENTRO DE ESTÉTICA VENUS
Salón Venus

Para tratamientos de salud y belleza



**Visite nuestro centro unisexo, el más moderno de la isla.
Déjese atender por nuestro personal altamente calificado.
El salón Venus está supervisado por expertos europeos, con el
equipo más moderno para ofrecer a nuestros clientes lo último
en cuidados del cuerpo en un ambiente lujoso.**

**Abierto de lunes a sábado
Cita previa**

Teléfono: (809) 972-0451

Se atienden personas mayores de dieciocho años.

54. ¿Quiénes pueden visitar este salón?

- (A) Solo damas de 18 años
- (B) Solo caballeros de 18 años
- (C) Cualquier persona de ambos sexos
- (D) Personas de por lo menos 18 años

56. ¿Por qué es muy importante el número telefónico en este aviso?

- (A) Para conseguir línea
- (B) Para hacer una cita
- (C) Para verificar si está abierto
- (D) Para llamar los fines de semana

55. ¿Cómo es el salón?

- (A) Moderno y lujoso
- (B) Grande y moderno
- (C) Pequeño pero cómodo
- (D) Pequeño pero exclusivo

Items 57–60 refer to the following.

El sábado pasado, Margarita, la hija de mi vecina, se cayó de un árbol alto y quedó sin sentido. Margarita había subido al árbol para ayudar a bajar a su gatita que tenía dificultades para hacerlo.

La mamá de Margarita se hallaba trabajando en el jardín y vio todo lo que ocurrió. Muy asustada, corrió hacia el lugar donde se encontraba su hija y aunque la llamo varias veces Margarita no respondió ni se movió. Inmediatamente llamó al hospital y a los pocos minutos llegó una ambulancia y se la llevaron a Margarita al hospital.

57. ¿Qué ocurrió el sábado pasado?
- (A) Un árbol se cayó al suelo
 - (B) Una vecina perdió su gato
 - (C) Un hombre mato a una gatita
 - (D) Una niña se cayó de un árbol
58. Al caerse del árbol la niña
- (A) corrió a su caso
 - (B) llamó al hospital
 - (C) quedó inconsciente
 - (D) se levantó del suelo
59. ¿Qué hacía su mamá cuando esto ocurrió?
- (A) Estaba en la casa
 - (B) Corría por el jardín
 - (C) Andaba de compras
 - (D) Trabajaba en el jardín
60. ¿Cómo se sintió la mamá de Margarita al ver caer a su hija?
- (A) Alegre
 - (B) Enojada
 - (C) Temerosa
 - (D) Avergonzado

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

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EXAMINATION
SPANISH
PAPER 01 – General Proficiency
SPECIMEN

	Item Number	KEY		Item Number	KEY
Part A Section I	1	D	Part B Section I	31	D
	2	C		32	C
	3	C		33	A
	4	D		34	A
	5	A		35	D
	6	B		36	B
	7	A		37	A
	8	A		38	B
Part A Section II	9	D	Part B Section II	39	A
	10	A		40	D
	11	C		41	C
	12	D		42	C
	13	B		43	A
	14	D		44	A
	15	A		45	C
	16	A		46	B
Part A Section III	17	B	Part B Section III	47	D
	18	A		48	B
	19	D		49	C
	20	D		50	D
	21	B		51	A
	22	A		52	A
Part A Section IV	23	B	Part B Section IV	53	B
	24	D		54	D
	25	A		55	A
	26	D		56	B
	27	C		57	D
	28	A		58	C
	29	B		59	D
	30	B		60	C



TEST CODE **01245010 - TS**

SPEC 2016/01245010 - TS

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

C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]

E X A M I N A T I O N

S P A N I S H

S P E C I M E N P A P E R

P A P E R 0 1 – G e n e r a l P r o f i c i e n c y

P A R T A – L I S T E N I N G C O M P R E H E N S I O N

I T E M S 1–30

T E A C H E R ’ S S C R I P T

45 minutes

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01245010/CSEC/SPEC-TS

THIS IS THE LISTENING COMPREHENSION PART OF THE MULTIPLE-CHOICE PAPER. YOU MUST LISTEN CAREFULLY TO THE INSTRUCTIONS, AND TO EACH QUESTION WHICH WILL BE READ ONLY ONCE. NOW OPEN YOUR TEST BOOKLET ON PAGE 2 AND READ WITH ME THE INSTRUCTIONS FOR SECTION I.

SECTION I

Instructions: For each question in this section you will hear a single sentence. Choose from the four pictures in your test booklet the ONE picture which BEST shows what the sentence says. Then, shade the corresponding space on the answer sheet.

For example, you hear: El muchacho va a correr.

Now look at the four pictures printed in your test booklet. (15 seconds)

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

Now get ready to listen to Question 1.

- | | | | |
|-------------------|-------|---|--------------|
| Question number 1 | ..... | No se sienten bien. | (15 seconds) |
| Question number 2 | ..... | Los jóvenes caminan con su perro. | (15 seconds) |
| Question number 3 | ..... | Ambos van hacia el mar. | (15 seconds) |
| Question number 4 | ..... | Ellos van a comer en seguida. | (15 seconds) |
| Question number 5 | ..... | Ella tiende la cama. | (15 seconds) |
| Question number 6 | ..... | Ellos miran mientras que ella le entrega el regalo. | (15 seconds) |
| Question number 7 | ..... | El chofer maneja el autobús. | (15 seconds) |
| Question number 8 | ..... | El está mostrándole la foto. | (15 seconds) |

STOP. Now go on to the next page.

SECTION II

Instructions: For each question in this section you will hear a number of situations. Each situation will be read twice and will be followed by one question or incomplete statement. Four suggested answers for each question are printed in your test booklet. For each question, choose the answer which **BEST** completes the question or statement. For example, you will hear:

¡Mamá, tengo muchísima hambre! (Twice)

¿Qué quiere esta persona?

After examining the suggested answers, you should select the **BEST** one, and shade the corresponding space on your answer sheet.

- (A) Un caramel
- (B) Una comida
- (C) Un medico
- (D) Una galleta

Sample Answer



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

Now listen carefully to the first question in this section.

- Question number 9 - No me quedan bien. Son demasiado grandes
¿Dónde está este cliente? (15 seconds)
- Question number 10 ¡Ay! ¡qué embotellamiento de tráfico!
¿A qué hora voy a llegar a casa?
¿Dónde está ésta persona? (15 seconds)
- Question number 11 - Por favor, ¿tiene Ud. alguna medicina para el dolor
de cabeza?
¿Dónde está la persona? (15 seconds)
- Question number 12 - Mi jefe no está aquí hoy. Está de vacaciones.
¿Quién habla? (15 seconds)
- Question number 13 - Raúl, tienes que salir ahora. Recuerda que necesitas
llevar una toalla.
¿Adónde va Raúl? (15 seconds)
- Question number 14 - ¿Por qué no vamos al partido de fútbol esta tarde?
Según el periódico va a ser ¡fenomenal!
¿Adónde van estas personas? (15 seconds)
- Question number 15 - Pablo besó a Carlota y le puso un anillo en el dedo.
¿Quién es Pablo? (15 seconds)
- Question number 16 - ¡Qué día tan maravilloso! ¡Qué alegría!
¿Cómo se siente esta persona? (15 seconds)

SECTION III

Instructions: In this section you will hear a series of public announcements or selections followed by a number of questions. Each announcement or selection will be read twice. For each question there is a choice of four responses. Select the BEST response and shade the corresponding space on your answer sheet. There is no sample question for this section.

First selection:

(Read first time at normal speed.)

Damas y caballeros nos gustaría informarles sobre la exhibición que tendrá lugar hoy a las dos y media en el Parque Dorado al lado de la casa de los monos. Por favor, vengan temprano, diviértanse, y después podrán continuar mirando el resto de los animales.

(Read again, more slowly.)

Question number 17 ¿Dónde tendrá lugar la exhibición? (15 seconds)

Question number 18 ¿Qué deben hacer las personas que quieren ver la exhibición? (15 seconds)

Question number 19 Después de la exhibición ¿qué pueden hacer las personas? (15 seconds)

Second selection:

(Read first time at normal speed.)

¡Atención! ¡Atención! Se informa a todos los clientes que dentro de veinte minutos, empieza la gran oferta del año. Todos los productos, incluidos los que ustedes tienen en sus carritos, ahora estarán a mitad de precio.

(Read again, more slowly.)

Question number 20 ¿Dónde están las personas? (15 seconds)

Question number 21 ¿Qué va a tener lugar? (15 seconds)

Question number 22 ¿Cuándo va a tener lugar? (15 seconds)

SECTION IV

INSTRUCTIONS

The passage should be read at a normal pace, the first and last (complete) readings each taking approximately 1½ minutes. 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 title in English is to be read to the candidates.

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

Listen carefully to the following instructions:

I shall read the passage straight through once. Listen carefully while I read.

I shall then instruct you to look at the questions in English on the text. You will be allowed **three minutes** to read the questions and make notes. There are two groups of questions.

I shall read the passage again, but this time in two parts. When I have finished reading Part A (but not before) you will be given **five minutes** in which to select your answers for the first group of questions. You must select the BEST answer and shade the corresponding letter on the answer sheet provided. This procedure will then be repeated for Part B.

I shall then read the passage a third time, straight through, after which you will be allowed **four minutes** for final revision.

A Dream Come True

PART A

Ayer fue el matrimonio de Lola. Ella se despertó temprano porque estaba ansiosa por tener una boda una boda muy feliz y romántica. La boda iba a ser a las diez de la mañana de manera que Lola ya estaba lista a las nueve y media de la mañana. Ella estaba muy linda y elegante en un hermoso vestido blanco y en sus manos llevaba un hermoso ramo de orquídeas blancas. Se veía radiante de felicidad.

Lola, sus padres y las damas de honor estaban a punto de salir para la iglesia cuando oyeron una mala noticia en la radio.

PART B

Había ocurrido un accidente en el centro de la ciudad, en el cual tres personas habían resultado heridas y Enrique, el novio de Lola, era una de esas personas. Lola al escuchar la noticia perdió el conocimiento y cayó al suelo. Todos estaban confundidos y no sabían qué hacer. La mamá de Lola se desmayó también y sus amigas empezaron a llorar. De repente, sonó el teléfono y el papá de Lola contestó. ¡Era Enrique! y le dijo que había habido una equivocación en la noticia y que él estaba sano y salvo, y listo para la boda. Lola supo entonces que ése sería indudablemente, ¡el día más feliz de su vida!

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 AN ITEM, GO ON TO THE NEXT ONE. YOU MAY RETURN TO THAT ITEM LATER.

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EXAMINATION

“*”Barcode Area*”
Front Page Bar Code

SPECIMEN

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

0	1	2	4	5	0	2	0
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SUBJECT SPANISH – Paper 02

PROFICIENCY General

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

SCHOOL/CENTRE NUMBER

--	--	--	--	--	--

NAME OF SCHOOL/CENTRE

--

CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

--

“*”Barcode Area*”
Current Bar Code

DATE OF BIRTH

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

SIGNATURE _____

“*”Barcode Area*”
Sequential Bar Code

**DO NOT
WRITE ON
THIS PAGE**

SPEC 2016/01245020



TEST CODE 01245020/SPEC

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

SPANISH

SPECIMEN PAPER

Paper 02 – General Proficiency

FREE RESPONSE

2 hours 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper comprises FOUR questions. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
5. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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

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01245020/F/SPEC 2016

“*”Barcode Area”*”
Sequential Bar Code

SECTION I

DIRECTED SITUATIONS

ANSWER ALL QUESTIONS.

1. **Write in SPANISH the information required for EACH of the situations given below. Do NOT write more than ONE sentence for each situation. For some situations, a complete sentence may not be necessary. Do NOT translate the situations given. Do NOT use abbreviations. WRITE EACH ANSWER IN THE SPACES PROVIDED.**

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

- (a) Your doctor is unable to see you but has asked you to send him a note, telling what is wrong with you. Write the brief note.

.....
.....
.....

(3 marks)

- (b) While your parents are out, you learn that something has happened on another street and you rush out to investigate. Write the note you leave for your parents explaining your absence.

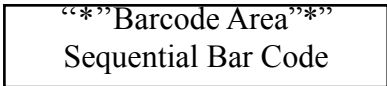
.....
.....
.....

(3 marks)

- (c) You need to tell your father about the arrangement for collecting you at school. Write the text message you send to him.

.....
.....
.....

(3 marks)



DO NOT WRITE IN THIS AREA

- (d) Your doctor wants you to remember a specific instruction to care for your broken leg. What instruction does your doctor write?

.....
.....
.....

(3 marks)

- (e) Your neighbour invites you over to see something she has bought. Write the note you leave for your parents explaining the reason you are at your neighbour's house.

.....
.....
.....

(3 marks)

- (f) You are unable to meet with your classmates to work on a science project at school. Write the e-mail message you send them apologizing and giving a reason for not being able to meet with them.

.....
.....
.....

(3 marks)

- (g) A sign at the airport advises arriving passengers of a problem on the main road into town. Write what the sign advises them to do.

.....
.....
.....

(3 marks)

- (h) Due to shortages, each customer at the supermarket will be allowed to purchase only a certain number of a particular item. What does the sign say?

.....
.....
.....

(3 marks)

- (i) You went to the shopping mall and found that it was unexpectedly closed. Write the notice you saw which informed customers of the reopening date.

.....
.....
.....

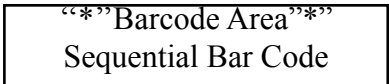
(3 marks)

- (j) You want to ask a friend to buy an article of clothing for you. Write the e-mail you send him/her giving the details of the request.

.....
.....
.....

(3 marks)

Total 30 marks



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

NOTHING HAS BEEN OMITTED.

“*”Barcode Area*”
Sequential Bar Code

SECTION II

LETTER

2. **Using the following outlines as a guide, write a letter in SPANISH of NO MORE THAN 130–150 words.**

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

You have just returned from spending a weekend in the country. Write a letter to your Cuban friend and include:

- (i) when, where and why you visited
- (ii) the preparations made for a celebration
- (iii) how you and other people felt during the celebration
- (iv) an unexpected event that occurred while you were there.

(Do NOT write your real name and address, but include the date in SPANISH and use the appropriate beginning and ending.)

Total 30 marks

Write your answer for Section II here.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA



“*”Barcode Area*”
Sequential Bar Code



SECTION III

CONTEXTUAL DIALOGUE

3. Use 80–100 words to complete the dialogue between Miguelito and his father, by giving Miguelito’s responses in SPANISH.

Miguelito is enjoying his holiday in Mexico and has not called home since his arrival. After three days he calls home and speaks to his father who answers the phone.

Responses to ALL the cues provided MUST be included in the completed dialogue.

- (i) Greetings and enquiry about his parents’ health
- (ii) Reason why he did not call home earlier
- (iii) Three things that tourists can do in Mexico
- (iv) Information about a new friend he has met in Mexico
- (v) An explanation of his reason for calling

Complete the dialogue below.

Papá: ¡Aló! Familia García, buenos días.

Miguelito:

.....

.....

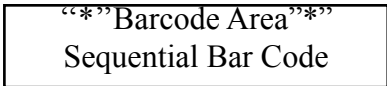
Papá: ¡Miguelito, eres tú! ¡Por fin! ¡Qué alegría! ¡Qué bueno que llamaste!

Miguelito:

.....

.....

GO ON TO THE NEXT PAGE



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Papá: Yo estoy bien, pero tu mama está un poco enferma.

Miguelito:
.....
.....

Papá: No, no ha ido todavía, pero ella está preocupada por ti. ¿Por qué no llamaste antes? Ya pasaron tres días sin tener noticias tuyas.

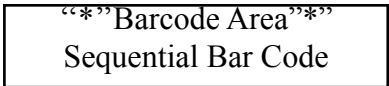
Miguelito:
.....
.....

Papá: ¿Ocupado? ¿Cómo puede ser? Estas de vacaciones. ¿Qué has estado haciendo?

Miguelito:
.....
.....

Papá: ¿Verdad? Dime tres cosas que pueden hacer los turistas en México para divertirse.

Miguelito:
.....
.....



DO NOT WRITE IN THIS AREA

Papá: Y, tú personalmente, ¿qué has hecho durante estos tres días para divertirte?

Miguelito:
.....
.....

Papá: ¡Ah! ¿una nueva amiga? Háblame más de ella.

Miguelito:
.....
.....

Papá: ¿Qué es eso de que te gusta muchísimo? ¡Solo la conoces hace tres días! Debes tener cuidado. Si no tienes más noticias me despido porque tengo que irme.

Miguelito:
.....
.....

Papá: ¿Qué quieres comprarle un qué a Patricia? ¡Te has vuelto loco! Es demasiado pronto. ¡Ay caramba! habla con tu mamá, díselo a ella. Te la paso enseguida.

Miguelito:
.....
.....

Total 20 marks

GO ON TO THE NEXT PAGE

SECTION IV

READING COMPREHENSION

ANSWER ALL QUESTIONS.

4. Read the following selection carefully. Do NOT translate, but answer the questions in ENGLISH.

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

A Surprise

Lucía se volteó soñolienta en la cama. El cuarto estaba oscuro y le parecía haber escuchado un ruido en su cuarto. Se preguntó qué horas serían y entonces extendió el brazo para coger su reloj que estaba sobre la mesa pero su mano en lugar de tocar la mesa, se encontró con un objeto peludo que parecía moverse. Retiró su mano rápidamente y asustada, pensó que tal vez era un animal que había hecho el ruido. Se imaginó una rata enorme en la mesa junto a su cama.

Se volteó cuidadosamente al otro lado de la cama para tomar uno de sus zapatos que estaba en el piso. Con un rápido movimiento y con zapato en mano, le dio un fuerte golpe al objeto peludo y prendió la luz.

¡Imagínese cuál sería su sorpresa, cuando vio que había tratado de matar su peluca* nueva, que había usado por primera vez el día anterior! Salió corriendo del cuarto, gritando y rezando.

*wig

Answer the following questions, in ENGLISH, based on the selection above. Use a complete sentence for EACH response.

(a) Where was Lucía?

.....
.....
.....

(1 mark)

(b) What was the first thing that she reached for and why?

.....
.....
.....

(2 marks)

(c) What happened then?

.....
.....
.....

(3 marks)

(d) What did she think the object was?

.....
.....
.....

(2 marks)

DO NOT WRITE IN THIS AREA

(e) Why did she turn on the other side of the bed?

.....
.....
.....

(3 marks)

(f) Why did she turn on the light?

.....
.....
.....

(3 marks)

(g) Explain Lucía's mistake.

.....
.....
.....

(3 marks)

(h) How did Lucía react?

.....
.....
.....

(3 marks)

Total 20 marks

END OF TEST

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

“*”Barcode Area”*”
Sequential Bar Code

DO NOT WRITE IN THIS AREA

EXTRA SPACE

If you use this extra page, you **MUST** write the question number clearly in the box provided.

Question No.

A series of horizontal dotted lines providing space for writing an answer.

“*” Barcode Area “*”
Sequential Bar Code

01245020/F/SPEC 2016

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**DO NOT
WRITE ON
THIS PAGE**

CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE:

1. **Fill in all the information requested clearly in capital letters.**

TEST CODE:

0	1	2	4	5	0	2	0
---	---	---	---	---	---	---	---

SUBJECT: SPANISH – Paper 02

PROFICIENCY: General

REGISTRATION NUMBER:

--	--	--	--	--	--	--	--	--	--

FULL NAME: _____
(BLOCK LETTERS)

Signature: _____

Date: _____

2. **Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.**
3. **Keep it in a safe place until you have received your results.**
-

INSTRUCTION TO SUPERVISOR/INVIGILATOR:

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature: _____
Supervisor/Invigilator

Date: _____

CARIBBEAN EDUCATION SECONDARY CERTIFICATE®
EXAMINATION

MODERN LANGUAGES SPECIMEN MARKING SCHEME

GENERAL PROFICIENCY

2016

Questions will be scored in one of two ways – ANALYTICALLY or HOLISTICALLY as directed.

Analytic scoring implies the isolation of one or more aspects of the exercise given and examining them individually. The following will be scored analytically:

- (i) Directed Situations (Section 1)
- (ii) Reading Comprehension (Section 4)

A breakdown of the marking criteria to be used has been provided.

Holistic scoring, in contrast to analytic scoring, implies an overall assessment of the candidate's performance in one or more areas. The following will be scored holistically:

- (i) Letter (Section 2)
- (ii) Contextual Dialogue (Section 3)

PAPER 02 - SECTION I

QUESTION 1 - DIRECTED SITUATIONS: Items - 10; Total Mark - 30

1. Each item will be assessed for its appropriateness and for correctness of expression (grammatical structure, spelling, tenses etc.).
2. (i) If the response includes all elements in the situation, adequately communicates meaning, mark out of 3.
(ii) If the response is partially appropriate (i.e. it adequately communicates meaning but does not include all elements in the situation) or inadequately communicates the meaning, mark out of 2 and indicate by the letter **P** in the right hand margin.
(iii) If the response (vocabulary or structure) does not make sense, distorts or does not convey meaning, then no marks can be awarded and the candidate scores zero on the item.
3. If the candidate has written more than ONE sentence **put a slash (/)** after the first sentence. Mark the first sentence only, except in cases where there are two short highly relevant sentences.
4. In assessing correctness of expression identify all errors. Each response is to be assessed separately. An error repeated in **the same** response is to be penalized only once.

Indicate errors as follows:

- (i) **X** - errors of grammar, spelling and vocabulary (also accents that change the meaning of the word.
- (ii) **^** for omissions
- (iii) **→** for incorrect word order
- (iv) **REP** - repeated errors

These symbols must be placed under the word where the error occurs.

5. **MARK CALCULATION**

- (i) Deduct marks as follows:
0-1 errors - 0 mark
2-4 errors - 1 mark
5-6 errors - 2 marks
more than 6 errors - assign zero
- (ii) Marks will be generated for each response in the response box having deducted the total marks lost from **3** or **2**.

PAPER 02 - SECTION II

QUESTION 2 - LETTER: 130-150 words; Total marks - 30

Note: The marker will use red ink for annotations.

1. In assessing the essay-type question, the following aspects are to be considered.
 - (a) Fluency of language, coherence, clarity and appropriateness to the situation
 - (b) Grammatical correctness, range of vocabulary and idiom
 - (c) Length
2. Before beginning to mark the question assess its length.
 - (i) For the purpose of marking, the minimum acceptable length of the answer is 120 words and the maximum 170. If in doubt make a quick check.
 - (ii) If the answer appears to go beyond the desired maximum (170), put a slash (/) at the end of the relevant sentence. Do not read beyond the cut-off point.
3.
 - (i) Read the answer for the first time and make an overall assessment paying attention to the fluency of the language used and the appropriateness to the situation. The answer should have a logical development that is relevant and clear to the reader. Place the candidate in one of the six broad categories listed on the Mark Scale (see page 5).
 - (ii) An **exception(!)** should be raised for all **problematic answers** (Problematic: (1) Inappropriate form, e.g. Letter rather than composition; (2) Totally irrelevant answers.). These responses will be referred to the Examining Committee.
4. Re-read the answer paying attention to the candidate's use of grammar. During this reading, tick exceptionally good usage (e.g. idiom, structure, vocabulary), identify all errors and make your final assessment taking all of these into consideration.

5. Indicate errors as follows:

- (i) **X** - errors of grammar, vocabulary and incorrect word order
- (ii) **S** - spelling
- (iii) **^** - omissions
- (iv) **REP** - Repeated errors

These symbols must be placed under the word where the error occurs.

6. Award a mark out of 30 according to the scale set out on page **5**.

7. Record the score in the response box.

QUESTION 2 - MARK SCALE FOR THE LETTER

EXCELLENT	30-24	Excellent - Ideas are well organized and logically developed, with all points clearly expressed. Candidate writes fluently using correct grammar, a wide range of idioms, vocabulary and structures. Shows coherence and clarity of expression with an occasional inaccuracy.
GOOD	23-19	Ideas are organized and logically developed, with all points clearly expressed. Shows coherence and clarity of expression. Uses generally correct grammar but may be somewhat less proficient in range of vocabulary and structures. <u>May contain a few errors.</u>
SATISFACTORY	18-15	May have addressed and developed all points showing good use of essential grammar, reasonable vocabulary and structure. Fairly clear and coherent but may have several errors.
MODERATE	14-11	May not have addressed and developed all the points. Shows general weakness in grammar, vocabulary and structure. Lacks coherence and clarity of expression but is comprehensible.
LIMITED	10-6	Has not addressed or developed all the points, uses poor grammar and vocabulary. Lacks coherence and clarity, scarcely comprehensible
POOR	5-0	Extremely weak — incomprehensible, may show constant use of English, French or Portuguese.
NO RESPONSE	NR	Nothing written.

PAPER 02 - SECTION III

QUESTION 3- CONTEXTUAL DIALOGUE: 80-100 words Total Marks - 20

1. In assessing the question, the following criteria are to be considered.
 - (a) Content/appropriateness of responses
 - (b) Coherence and clarity
 - (c) Grammar
 - (d) Length
2. Before beginning to mark the question assess its length.
 - (i) For the purpose of marking, the minimum acceptable length of the answer is 70 words and the maximum 110. If in doubt make a quick check.
 - (ii) If the answer appears to go beyond the desired maximum 110, put a **slash (/)** at the end of the relevant sentence.
Do not read beyond the cut-off point.
3.
 - (i) Read the answer for the first time and make an overall assessment paying attention to the fluency of the language used and the appropriateness of the response.
 - (ii) An **exception(!)** should be raised for all **problematic answers** (Problematic: Totally irrelevant answers). These responses will be referred to the Examining Committee.
4. Re-read the answer paying attention to the candidate's correct use of grammar. During this reading, tick exceptionally good usage (e.g. idiom, structure, vocabulary), identify all errors and make your final assessment taking all of these into consideration.
5. Indicate errors as follows:
 - (i) **X** - errors of grammar, vocabulary and incorrect word order
 - (ii) **S** - spelling
 - (iii) **^** - omissions
 - (iv) **REP** - repeated errors

These symbols must be placed under the word where the error occurs.

6. Place the candidate in one of the six broad categories listed on the mark scheme (See page 7).
7. Award a mark out of 20 according to the scale set out on page 7.

QUESTION 3 - ASSESSMENT CRITERIA - CONTEXTUAL DIALOGUE

Scores	Criteria
<p>EXCELLENT TO VERY GOOD</p> <p>20-16</p>	<p>Uses all cues well. Organizes and develops ideas/responses using language that flows naturally. Ideas/responses are very clearly expressed. Wide and proficient use of idioms, structures and vocabulary. Shows coherence and clarity of expression with an occasional inaccuracy.</p>
<p>GOOD</p> <p>15-13</p>	<p>Uses at least 4 of the cues well. Organizes and develops ideas/responses using language that flows naturally. Ideas/responses are clearly expressed. Uses generally correct grammar but may be somewhat less proficient in range of vocabulary and structures. May contain a few errors of grammar.</p>
<p>SATISFACTORY</p> <p>12-10</p>	<p>Uses at least 3 of the cues. Organizes and develops ideas/responses using language that flows fairly well. Ideas/responses are fairly well expressed. Adequate use of idioms, structures and vocabulary to enable communication. More obvious errors in grammar are present.</p>
<p>MODERATE</p> <p>9-7</p>	<p>Includes some of the cues but all may not be used well. Ideas and responses are not well organized/developed. Language shows some incoherence. Limited use of idioms, structures and vocabulary.</p>
<p>LIMITED</p> <p>6-4</p>	<p>Limited use of cues. Ideas/responses are not well organized or expressed. Lacks coherence and clarity, Poor use of idioms, structures and vocabulary.</p>
<p>POOR</p> <p>3-0</p>	<p>Very weak use of cues, very poor organization. Ideas/responses incoherent and incomprehensible. Very poor use of idioms, structures and vocabulary.</p>
<p>NR</p>	<p>Nothing written</p>

PAPER 02 - SECTION IV

QUESTION 4 - READING COMPREHENSION: Items - 10 Total Marks - 20

1. Marks will be awarded for comprehension. No marks will be deducted for language except where communication is affected.
2. There are 10 items for a total of 20 marks. Marks for items will range between 1 mark and 3 marks.
 - (a) For items out of 1 mark:

1 mark	-	fully correct
0 mark	-	completely incorrect
 - (b) For items out of a maximum of 2 marks:

2 marks	-	fully correct
1 mark	-	partially correct
0 mark	-	completely incorrect
 - (c) For items out of a maximum of 3 marks:

3 marks	-	fully correct
2, 1 mark(s)	-	partially correct
0 mark	-	completely incorrect

NOTE: These items are being marked as 1 QIG.

Assigning marks

- (i) Insert a tick \checkmark on the part(s) of the response that is/are correct.
- (ii) If the answer is incorrect, place an **X**.

01245020/K/SPEC 2016

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 EDUCATION SECONDARY CERTIFICATE®
EXAMINATION

SPANISH

SPECIMEN PAPER

PAPER 02 – GENERAL PROFICIENCY

KEY

2016

SPANISH
PAPER - 02 GENERAL PROFICIENCY
KEY

SECTION I

DIRECTED SITUATIONS

1. (a) Doctor, me duele la cabeza. (3 marks)
- (b) Sali a ver un accidente en la avenida Sucre. (3 marks)
- (c) Papá, te espero entrente de la biblioteca a las tres. (3 marks)
- (d) Tiene que tener cuidado si quiere mover la pierna./ Mueva la pierna con cuidado. (3 marks)
- (e) Maria me estámonstrando su nueva computadora. (3 marks)
- (f) Siento no poder extra alli, estoy enfermo. (3 marks)
- (g) NO USAR LA AVENIENDO SUCRE. (3 marks)
- (h) Se puede comprar do kilos de azucar y no mas./ Puede comprar solamente do kilos de azucar. (3 marks)
- (i) CERRADO, ABRIREMOS EL LUNES A LAS 9. (3 marks)
- (j) Por favor, comprañe una camisa negra de seda. (3 marks)

Total 30 marks

SPANISH
PAPER - 02 GENERAL PROFICIENCY
KEY

SECTION III
CONTEXTUAL DIALOGUE

3. Use 80-100 words to complete the dialogue between Miguelito and his father, by giving Miguelito's responses in SPANISH.

Miguelito is enjoying his holiday in Mexico and has not called home since his arrival. After three days he calls home and speaks to his father who answers the phone.

Responses to ALL the cues provided MUST be included in the completed dialogue.

- (i) Greetings and enquiry about his parents' health
- (ii) Reason why he did not call home earlier
- (iii) Three things that tourists can do in Mexico
- (iv) Information about a new friend he has met in Mexico
- (v) An explanation of his reason for calling

SPANISH
PAPER - 02 GENERAL PROFICIENCY
KEY

- Papá: ;Aló! Familia García, buenos días.
- Miguelito: Buenos días, papá. ¡Habla Miguelito!**
- Papá: ;Miguelito, eres tú! ;Por fin! ;Qué alegría! ;Qué bueno que llamaste!
- Miguelito: ¿Cómo están tu y mamá?**
- Papá: Yo estoy bien, pero tu mama está un poco enferma.
- Miguelito: ¿Enferma? ¿Qué tiene? ¿Ya fue dónde el médico?**
- Papá: No, no ha ido todavía, pero ella está preocupada por ti. ¿Por qué no llamaste antes? Ya pasaron tres días sin tener noticias tuyas.
- Miguelito: Lo siento mucho papá, pero he estado muy ocupado.**
- Papá: ¿Ocupado? ¿Cómo puede ser? Estas de vacaciones. ¿Qué has estado haciendo?
- Miguelito: Papá, hay muchas cosas que hacer aquí en México.**
- Papá: ¿Verdad? Dime tres cosas que pueden hacer los turistas en México para divertirse.
- Miguelito: Muchos van a la playa, otros visitan monumentos y lugares históricos y otros van de compras.**
- Papá: Y, tú personalmente, ¿qué has hecho durante estos tres días para divertirte?
- Miguelito: Papá, conocí a una chica muy linda e inteligente y hemos salido todos los días.**
- Papá: ;Ah! ¿una nueva amiga? Háblame más de ella.
- Miguelito: Se llama Patricia y es argentina. Es simpática, alta, delgada y tiene el pelo negro. Me gusta muchísimo.**
- Papá: ¿Qué es eso de que te gusta muchísimo? ;Solo la conoces hace tres días! Debes tener cuidado. Si no tienes más noticias me despido porque tengo que irme.
- Miguelito: No papá, espera. Hay algo importante que quiero decirte: Quiero comprarle un anillo a Patricia.**
- Papá: ¿Qué quieres comprarle un qué a Patricia? ;Te has vuelto loco! Es demasiado pronto. ;Ay caramba! habla con tu mamá, díselo a ella. Te la paso enseguida.

SPANISH
PAPER - 02 GENERAL PROFICIENCY
KEY

SECTION IV

READING COMPREHENSION

A Surprise

- 4.
- (a) **1** **1**
Lucia was in bed / in her room. **(1 mark)**
- (b) **1** **1**
She reached for her watch/clock to check the time. **(2 marks)**
- (c) **1** **1** **1**
She touched something / furry / which seemed to move. **(3 marks)**
- (d) **1** **1**
She thought it was a big / rat. **(2 marks)**
- (e) **1** **1** **1**
She tried to reach / for one of her shoes / from the floor. **(3 marks)**
- (f) **1** **1** **1**
The room was dark / and she wanted to see / what she hit. **(3 marks)**
- (g) **1** **1**
She had actually hit her new wig / instead of an animal /
 1
as she thought. **(3 marks)**
- (h) **1** **1** **1**
She ran out of the room, / shouting and / praying. **(3 marks)**

Total 20 marks

SPEC 2016/01245030



TEST CODE **01245030/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

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

S P A N I S H

S P E C I M E N P A P E R

P a p e r 0 3 – G e n e r a l P r o f i c i e n c y

O R A L

R E A D I N G P A S S A G E

1.

Puerto Rican Music

Los puertorriqueños han manejado muy bien los ritmos y estilos musicales cubanos, entre ellos *el danzón, la guaracha, la rumba y el bolero*. Se dice que la riqueza musical de Puerto Rico se debe a la influencia de la música cubana, lo que ha contribuido a la dinámica de su música popular. Puerto Rico posee sus propias creaciones musicales como *la bomba y la plena* que son típicamente puertorriqueñas.

La producción musical de Puerto Rico se ha originado tanto en la isla como en Nueva York y eso se explica debido al fenómeno de la migración. Por eso, no se puede ignorar que la cultura “newyorican” comprende además elementos de otras culturas.

(113 words)

SPEC 2016/01245030



TEST CODE **01245030/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

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

S P A N I S H

S P E C I M E N P A P E R

Paper 03 – General Proficiency

O R A L

C O N V E R S A T I O N

A. Sports/ Recreation/Travel

1. ¿Cuál es tu deporte favorito y con quién lo practicas?
2. ¿Qué cambios te gustaría ver en el programa deportivo de tu escuela?
3. ¿Que deportista admiras y por qué?
4. ¿Además de tu deporte favorito¿qué pasatiempos tienes?
5. ¿ Cómo fue tu primer viaje al campo o a un país extranjero?
6. ¿Crees que es necesario visitar otro país? ¿Por qué?

SPEC 2016/01245030



TEST CODE **01245030/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

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

S P A N I S H

S P E C I M E N P A P E R

Paper 03 – General Proficiency

O R A L

R E S P O N S E S T O S I T U A T I O N S / I N S T R U C T I O N S

A.

Five situations are described below. You are required to respond to EACH, in SPANISH, as indicated by the Examiner.

- 1.** Your father has been named employee of the year.
 - (a) What do his colleagues say?
 - (b) How does your father express his feelings?

- 2.** The gardener has cut down a valuable plant.
 - (a) What does your mother say to him?
 - (b) What explanation does he give?

- 3.** You and your friends have broken a school rule.
 - (a) What does the teacher say?
 - (b) What do you promise the teacher?

- 4.** The Principal of the school comes into the classroom without notice.
 - (a) What does he say to the teacher?
 - (b) What does he ask her to do?

- 5.** While you are picking mangoes you fell out of the tree and cut your knee.
 - (a) What does your mother say?
 - (b) What alternative do you suggest?

FORM 01264010 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

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

SPECIMEN

PORTUGUESE

PAPER 01 – General Proficiency

PART A - LISTENING COMPREHENSION

ITEMS 1 – 30

TEACHER'S SCRIPT

45 minutes

THIS IS THE LISTENING COMPREHENSION PART OF THE MULTIPLE-CHOICE PAPER. YOU MUST LISTEN CAREFULLY TO THE INSTRUCTIONS, AND TO EACH QUESTION WHICH WILL BE READ ONLY ONCE. NOW OPEN YOUR TEST BOOKLET ON PAGE 2 AND READ WITH ME THE INSTRUCTIONS FOR SECTION 1.

SECTION I

Instructions: For each question in this section you will hear a single sentence. Choose from the four pictures in your test booklet the ONE picture which BEST shows what the statement says. Then, shade the corresponding space on the answer sheet. For example, you hear:

O rapaz va executar.

Now look at the four pictures printed in your test booklet. (15 seconds)

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

Begin to look at the picture (15 sections) STOP.

Now get ready to listen to question 1.

- | | | | |
|------------|-------|---|--------------|
| Question 1 | ..... | O homem saiu o ônibus com uma mala de viagem. | (15 seconds) |
| Question 2 | ..... | O cachorro está embaixo da mesa. | (15 seconds) |
| Question 3 | ..... | O rapaz vende peixes no mercado. | (15 seconds) |
| Question 4 | ..... | Os amigos estão jogando críquete no parque. | (15 seconds) |
| Question 5 | ..... | A senhora está limpando a janela suja. | (15 seconds) |
| Question 6 | ..... | O tempo está ensolarado. | (15 seconds) |
| Question 7 | ..... | Duas meninas estão lavando roupas. | (15 seconds) |
| Question 8 | ..... | O homem idoso lê uma revista no banco. | (15 seconds) |

SECTION II

Instructions: In this section you will hear a number of sentences. Each sentence will be read twice and will be followed by one question or incomplete statement. Four suggested answers for each question are printed in your test booklet. For each question choose the answer which BEST completes the question or statement. For example, you will hear:

Mãe, estou com muita fome!
O que esta pessoa está querendo?

After examining the suggested answers, you should select the BEST one and shade the corresponding space on your answer sheet:

- (A) Uma maçã
- (B) Uma bebida
- (C) Um remédio
- (D) Um brinquedo

Sample Answer

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

Now listen carefully to the first question in this section.

9. Alô! Não, a secretária não está hoje, ela está de férias por sete dias.
Quando ela vai voltar? (15 seconds)
10. Nossa, estou com muita dor de cabeça!
O que esta pessoa pode fazer? (15 seconds)
11. Está muito frio e chovendo muito desde ontem.
Qual é a atividade ideal? (15 seconds)
12. Nossa, que tráfego horrível, hoje só vou chegar em casa depois das
18 horas!
Onde ela está? (15 seconds)
13. Pedro saiu de casa e não se lembrou de levar seus livros e cadernos.
Para onde Pedro vai? (15 seconds)
14. Ana paga a escola de Joana e ajuda-a todos os dias nas tarefas de casa.
Quem é Ana? (15 seconds)
15. Não gostei, achei que estão caras e grandes demais. Vou provar
outras.
Onde está este cliente? (15 seconds)
16. Rogério escreve sobre os mais novos acontecimentos do dia.
Onde ele trabalha? (15 seconds)

SECTION III

Instructions: In this section you will hear a series of public announcements or selections followed by a number of questions. Each announcement or selection will be read twice. For each question there is a choice of four responses or completions. Select the BEST response and shade the corresponding space on your answer sheet. There is no sample question for this section.

First selection:

(Read first time at normal speed.)

First selection:

(Read selection first time at normal speed.)

A Universidade da Guiana estará hospedando seu dia anual de carreira para estudantes de quarto e quinto níveis no dia treze de fevereiro. Haverá cabines exibindo opções de carreira onde os estudantes poderão encontrar os profissionais e perguntá-los sobre as oportunidades de carreiras.

(Read selection again, more slowly.)

(Read each question once to candidates.)

Question 17 Qual atividade acontecerá na universidade? (15 seconds)

Question 18 Quais estudantes são convidados? (15 seconds)

Question 19 O que os estudantes podem fazer durante o evento? (15 seconds)

Second selection:

(Read selection first time at normal speed.)

Os jovens precisam ter cuidado com as informações pessoais nas redes sociais. As redes sociais podem ser usadas para se comunicar com os amigos, mas as pessoas também podem roubar sua identidade.

(Read selection again, more slowly.)

(Read each question once to candidates.)

Question 20 Por que os jovens precisam ter cuidado nas redes sociais? (15 seconds)

Question 21 O que as pessoas podem fazer com suas informações pessoais? (15 seconds)

Question 22 Por que as redes sociais são úteis, de acordo com o texto? (15 seconds)

SECTION IV

INSTRUCTIONS

The passage should be read at a normal pace, the first and last (complete) readings each taking approximately 1½ minutes. 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 title in English is to be read to the candidates.

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

Listen carefully to the following instructions:

I shall read the passage straight through once. Listen carefully while I read.

I shall then instruct you to look at the questions in English on the text. You will be allowed **three minutes** to read the questions and make notes. There are two groups of questions.

I shall read the passage again, but this time in two parts. When I have finished reading Part A (but not before) you will be given **five minutes** in which to select your answers for the first group of questions. You must select the BEST answer and shade the corresponding letter on the answer sheet provided. This procedure will then be repeated for Part B.

I shall then read the passage a third time, straight through, after which you will then be allowed **four minutes** for final revision.

Plans to visit Brazil**PART A**

Marcos tem dezesseis anos e gosta muito de futebol. Ele quer conhecer a cidade de Fortaleza no estado de Ceará onde mora um tio e o único irmão que ele não viu há sete anos. Ele também quis muito viajar ao Brasil para assistir a Copa do Mundo de Futebol em 2014 mas não foi possível porque sua família toda viajou a Trinidad e Tobago para o casamento duma prima que mora e trabalha lá. Embora a família tenha passado duas semanas na ilha e Marcos gostou muito, o sonho dele ainda é visitar o Brasil.

PART B

O pai dele já confirmou que em 2016 durante as Olimpíadas ele levará a família toda e os primos Satesh e Robin. Eles têm a mesma idade de Marcos. Lá todos passarão um mês. Vai ser uma grande reunião em família ao chegar em Fortaleza. Marcos já está pensando nas coisas que eles vão acontecer. Eles irão aos cinemas, comer muito churrasco, visitar as praias e comprar roupas novas. Eles também vão passear muito e, claro, praticar diariamente muito o Português que aprenderam durante as aulas na escola.

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 HARDER QUESTION(S) LATER.



TEST CODE **01264010**

FORM SPEC 2015

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

PORTUGUESE

**PART A – LISTENING COMPREHENSION
PART B – READING COMPREHENSION**

Paper 01 – General Proficiency

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

O Brasil é.....
(A) um país
(B) uma colônia
(C) uma cidade
(D) um continente

Sample Answer



The best answer to this item is “A” so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to this item later.

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

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ITEMS 1 – 30

PART A

LISTENING COMPREHENSION

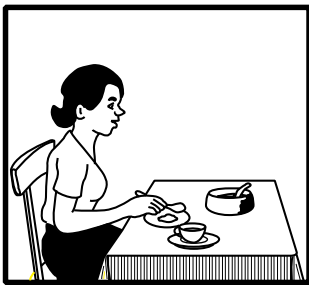
45 minutes

SECTION I

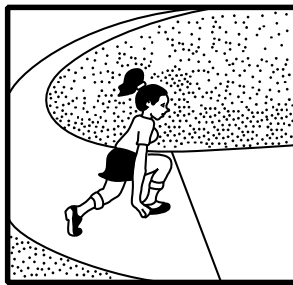
Instructions: For each question in this section you will hear a single sentence. Choose from the four pictures in your test booklet the ONE picture which BEST shows what the sentence says. Then shade the corresponding space on the answer sheet. For example, you will hear:

O rapaz vai executar.

You see:



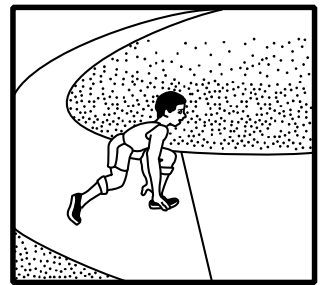
(A)



(B)



(C)



(D)

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

1.



(A)



(B)



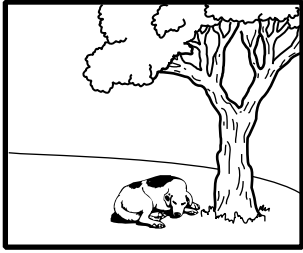
(C)



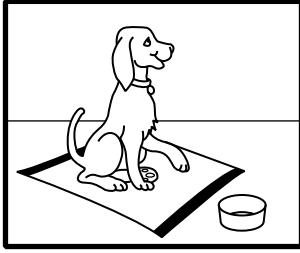
(D)

GO ON TO THE NEXT PAGE

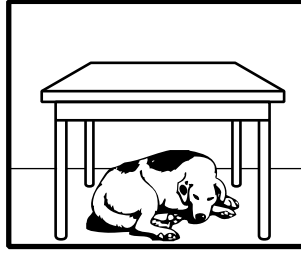
2.



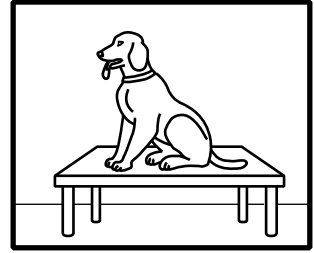
(A)



(B)

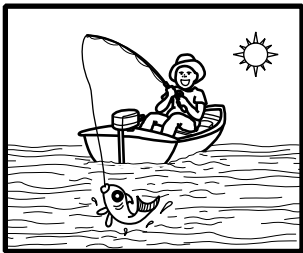


(C)

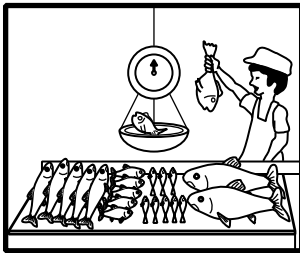


(D)

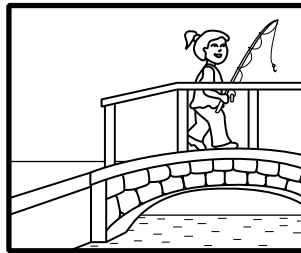
3.



(A)



(B)



(C)

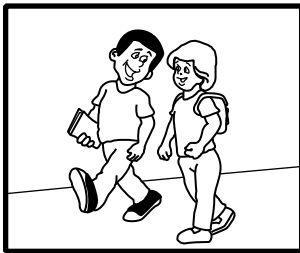


(D)

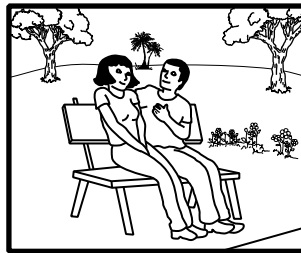
4.



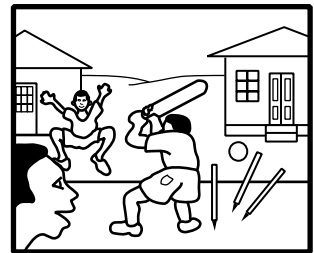
(A)



(B)

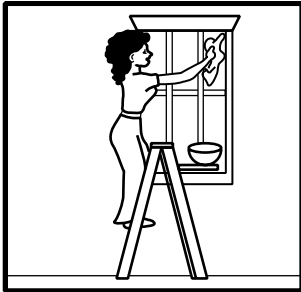


(C)



(D)

5.



(A)



(B)

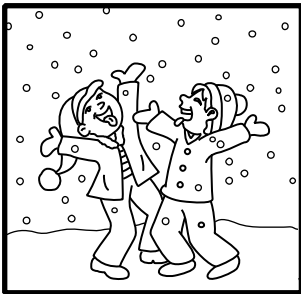


(C)



(D)

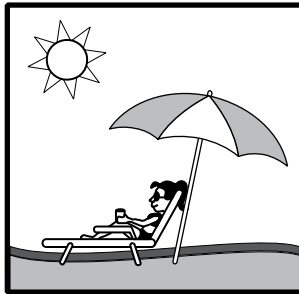
6.



(A)



(B)



(C)



(D)

7.



(A)



(B)



(C)



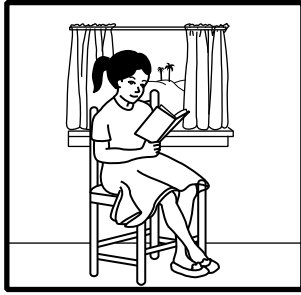
(D)

GO ON TO THE NEXT PAGE

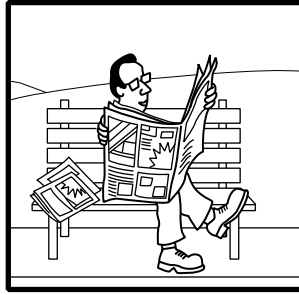
8.



(A)



(B)



(C)



(D)

SECTION II

Instructions: In this section you will hear a number of sentences. Each sentence will be read twice and will be followed by one question or incomplete statement. Four suggested answers for each question are printed in your test booklet. For each question choose the answer which BEST completes the question or statement. For example, you will hear:

- Mãe, estou com muita fome! (Twice)
O que esta pessoa está querendo?

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

- (A) Uma maçã
- (B) Uma bebida
- (C) Um remédio
- (D) Um brinquedo

Sample Answer



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

9. (A) Há dez dias
(B) Na semana que vem
(C) Na semana passada
(D) Daqui a várias semanas

13. (A) À praia
(B) À igreja
(C) À escola
(D) A uma festa

10. (A) Trabalhar muito
(B) Correr no parque
(C) Tomar um remédio
(D) Tomar uma caipirinha

14. (A) A mãe de Joana
(B) A amiga de Joana
(C) A colega de aula de Joana
(D) Uma conhecida de Joana

11. (A) Ir à praia
(B) Jogar futebol com os amigos
(C) Fazer uma festa no pátio de casa
(D) Ficar em casa e ver um filme

15. (A) No aeroporto
(B) Na loja de roupas
(C) No posto de gasolina
(D) Na feira de comidas típicas

12. (A) Na rua
(B) De férias
(C) No jardim de casa
(D) Em uma obra de um prédio

16. (A) Na livraria
(B) Na fazenda
(C) No jornal da cidade
(D) No jardim de infância

SECTION III

Instructions: In this section you will hear a series of public announcements or selections followed by a number of questions. Each announcement or selection will be read twice. For each question there is a choice of four responses or completions. Select the BEST response and shade the corresponding space on your answer sheet. There is no sample question for this section.

First selection

Second selection

- | | |
|--|---|
| <p>17. (A) Um dia de saúde
(B) Um dia de carreira
(C) Uma entrevista de trabalho
(D) Um exame para estudantes</p> | <p>20. (A) Redes sociais podem ser úteis
(B) Redes sociais podem ser seguras
(C) Redes sociais podem ser perigosas
(D) Redes sociais podem ser prejudiciais</p> |
| <p>18. (A) Estudantes de primeiro grau
(B) Estudantes de segundo grau
(C) Estudantes de quarto e quinto níveis
(D) Estudantes de segundo e terceiro níveis</p> | <p>21. (A) Roubar e ligar
(B) Roubar e visitar
(C) Roubar e comunicar
(D) Roubar e prejudicar</p> |
| <p>19. (A) Falar com profissionais
(B) Conseguir um emprego
(C) Entrevistar outros estudantes
(D) Estudar para um exame</p> | <p>22. (A) Para fofocar
(B) Para ler texto
(C) Para comunicar
(D) Para fazer a pesquisa</p> |

NOW GET READY FOR SECTION IV IN WHICH A PASSAGE IS GOING TO BE READ TO YOU.

#

GO ON TO THE NEXT PAGE

SECTION IV

Instructions: A passage in Portuguese has just been read to you. You may now study the questions and make notes.

You must select the BEST answer and shade the corresponding letter on the answer sheet provided.

Plans to Visit Brazil

PART A

PART B

23. What city does Marcos want to visit?
- (A) Brazil
 - (B) Ceará
 - (C) Fortaleza
 - (D) Trinidad and Tobago
24. Which of his relatives live in Brazil?
- (A) an aunt and a cousin
 - (B) an aunt and a brother
 - (C) an uncle and a cousin
 - (D) an uncle and a brother
25. Why did Marcos not go to Brazil during the Football World Cup?
- (A) his aunt got married
 - (B) his sister got married
 - (C) he had classes at school
 - (D) his family travelled to Trinidad and Tobago
26. How long has it been since Marcos saw his brother?
- (A) six years
 - (B) seven years
 - (C) sixteen years
 - (D) seventeen years
27. When will they go to Brazil?
- (A) in 2020
 - (B) in one month's time
 - (C) during the Olympics
 - (D) during the Football World Cup
28. How old are Satesh and Robin?
- (A) seven years
 - (B) sixteen years
 - (C) thirty two years
 - (D) forty eight years
29. When they arrive in Brazil they will ...
- (A) play football
 - (B) have a big party
 - (C) play music and dance
 - (D) have a big family get together
30. His Portuguese will most likely improve because while in Brazil Marcos will...
- (A) go to the cinema
 - (B) go sight seeing a lot
 - (C) see many Brazilians
 - (D) practise the language daily

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 HARDER QUESTION LATER.

GO ON TO THE NEXT PAGE

PART B
ITEMS 31–60
READING COMPREHENSION
30 minutes

SECTION I

Instructions: Each of the following sentences contains a blank space. Below each one are four choices. Select the one which is BEST in each case. Then, shade the corresponding space on the answer sheet.

Example

Não vou à praia hoje porque está

- (A) agradável
- (B) quente
- (B) chuvoso
- (C) ensolarado

Sample Answer



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

31. Amanhã não vou acordar cedo porque minha loja vai estar

- (A) bonita
- (B) fechada
- (C) muito grande
- (D) cheia de clientes

34. Eu preciso digitar um texto no computador, mas no momento não temos.....

- (A) uma caneta
- (B) papel e lápis
- (C) energia elétrica
- (D) nenhum convite

32. Ele não gosta de de manhã cedo, pois prefere ir à praia depois das 17 horas.

- (A) nadar
- (B) pensar
- (C) estudar
- (D) ler o jornal

35. O sol está muito quente e não chove há muitas semanas em São Paulo. O solo está totalmente.....

- (A) seco
- (B) velho
- (C) saturado
- (B) molhado

33. Nós ganhamos muitos presentes no Natal. Nós estamos muito.....

- (A) tristes
- (B) doentes
- (C) cansados
- (D) contentes

36. Sempre que cuido do jardim. Cuido das das flores e de outras plantas.

- (A) gatas
- (B) nuvens
- (C) pessoas
- (D) árvores

GO ON TO THE NEXT PAGE

37. Nossa, entrou um animal selvagem aqui em casa! Quem deixou a porta

- (A) aberta
- (B) pintada
- (C) fechada
- (D) trancada

38. Os turistas gostaram da Guiana e agora eles também estão muitopara conhecer o Brasil.

- (A) tristes
- (B) desanimados
- (C) preocupados
- (D) entusiasmado

SECTION II

Instructions: In the conversation below, select the word or phrase which will make each sentence GRAMMATICALLY CORRECT. Then, shade the corresponding space on the answer sheet.

Example:

Eu não te ontem.

- (A) viste
- (B) viu
- (C) vejo
- (D) vi

Sample Answer

- (A) (B) (C) ●

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

A Imensidão do Brasil

A República Federativa do Brasil é o terceiro em área e o segundo mais populoso país
39 **40**

Américas. Sua área total de 8.514.876 km² e sua população é de aproximadamente 188 milhões
41

de O Brasil éem 26 estados, e um Distrito Federal (Brasília), e é subdividido em
42 **43**

5.564 municípios autônomos. O Brasil é país vasto e diverso, conhecido especialmente
44 **45**

diversidade de meio-ambiente.
46

- 39.** (A) maior
(B) grande
(C) menor
(D) pequeno

- 42.** (A) habitante
(B) migrante
(C) habitantes
(D) imigrantes

- 45.** (A) por
(B) pelo
(C) pela
(D) para

- 40.** (A) de
(B) em
(C) das
(D) dos

- 43.** (A) divididos
(B) divididas
(C) dividido
(D) dividida

- 46.** (A) sua
(B) seu
(C) suas
(D) seus

- 41.** (A) é
(B) são
(C) está
(D) estão

- 44.** (A) um
(B) uns
(C) uma
(D) umas

GO ON TO THE NEXT PAGE

SECTION III

Instructions: The scenario below contain blank spaces indicating that words are left out. For each blank space, there are four suggested answers. After reading the scenario carefully, select the choice that is BEST in the context for each blank space. Then, shade the corresponding space on the answer sheet.

Example

O namorado da Eliete decidiu um presente para o Dia dos Namorados, mas ele não
..... o que escolher para ela.

- 1.** (A) comprar-lhe
(B) comprá-la
(C) comprá-lo
(D) **comprar-lhes**

- 2.** (A) sei
(B) sabe
(C) souber
(D) **saber**

Sample Answer

- 1.** ● (B) (C) (D)
2. (A) (B) ● (D)

The correct answers are (A) and (C) respectively, so you would shade the spaces (A) and (C) for the respective choices.

Email de aniversário

Carolina

Você é muito especial pra mim! _____ é uma data especial. Você _____ seus 15 anos. Parabéns!

Nossa amizade é _____ linda. Eu vou estar sempre _____ seu lado. Muitos anos de vida pra você.

Não se _____ que você tem uma grande amiga que sempre vai te apoiar quando você _____.

Que Deus te dê _____ a felicidade do mundo! Amo você!

Com carinho e amizade
Priscila

47. (A) Hoje
(B) Ontém
(C) Sempre
(D) Anteontem

50. (A) A
(B) À
(C) No
(D) Ao

53. (A) Tudo
(B) Todas
(C) Todo
(D) Toda

48. (A) Acaba
(B) Começa
(C) Termina
(D) Completa

51. (A) Esquecer
(B) Esquece
(C) Esqueça
(D) Esquecem

49. (A) Nada
(B) Muito
(C) Muita
(D) Bastantes

52. (A) Precisa
(B) Precisar
(C) Precisará
(D) Precise

SECTION IV

Instructions: Read the following sections carefully for comprehension. Each selection is followed by a number of incomplete statements or questions. Select the completion or answer that is **BEST** according to the information given in the selection. Then, shade the corresponding space on the answer sheet. There is no sample question for this section.

(a) Items 54–56 refer to the following



Lanchonete de frutas tropicais

De seg. a sex: das 08:00 a 21:00, sábado: das 08:00 a 23:00
Servimos somente sucos, vitaminas e batidas
Praça de Alimentação do Shopping Center, perto do aeroporto central
Serviço de moto-taxi para entrega também. Disque 3224 6768

54. Em quais dias o lanchonete está fechado? 56. O cliente pode tomar su bebida favorita...
- | | |
|-------------------------|------------------------------|
| (A) nos sábados | (A) Só em casa |
| (B) nos domingos | (B) Só no aeroporto |
| (C) de segunda e sexta | (C) Só na lanchonete |
| (D) de segunda a sábado | (D) Em casa ou na lanchonete |
55. O lanchonete se localiza.....
- | |
|------------------------|
| (A) no aeroporto |
| (B) no supermercado |
| (C) na praça da cidade |
| (D) no Shopping Center |

GO ON TO THE NEXT PAGE

- (b) Items 57–60 refer to the following.

Depois de muito trabalho no escritório, Samuel estava voltando a noite para casa a pé quando ele ouviu um grito muito forte. Ele começou a andar mais devagar e aproximando o lugar ele viu e ouviu um homem grande segurando e ameaçando um outro homem, dizendo “Dê-me a bolsa agora ou eu vou te bater muito...”. Assustado, Samuel parou de repente e muito devagar tomou uns passos para trás silenciosamente, decidiu chamar a polícia usando seu celular. A resposta foi muito rápida, pois parece que os policiais estavam perto e ele viu dois policiais chegando em suas motos. Eles foram diretamente e prenderam o homem abusador.

57. Ao voltar para casa a noite o que Samuel ouviu ...
- (A) um barulho grande
(B) um grito muito forte
(C) um homem falando
(D) o som de cachorro latindo
58. Como chegaram os policiais?
- (A) A pé
(B) Correndo
(C) Em suas motos
(D) Em carro da polícia
59. O que Samuel fez quando ele viu a cena?
- (A) Ele escondeu
(B) Ele saiu correndo
(C) Parou e voltou devagar
(D) Parou e chamou a polícia
60. O que os policiais fizeram ao chegar?
- (A) falaram com Samuel
(B) prenderam Samuel
(C) procuraram por Samuel
(D) prenderam o homem abusador

END OF TEST

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

TEST CODE 01264020

FORM 01264020/SPEC - 2015

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

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

PORTUGUESE

Paper 02 – General Proficiency

FREE RESPONSE

2 hours 15 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

- 1. This paper comprises FOUR sections and FOUR questions.**
- 2. Answer ALL the questions in this paper.**

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

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SECTION I

DIRECTED SITUATIONS

ANSWER ALL QUESTIONS.

1. Write in **PORTUGUESE** the information required for **EACH** of the situations given below. Do not use more than one sentence for each situation. For some situations, a complete sentence **MAY NOT** be necessary. Do **NOT** translate the situation given. Do **NOT** use abbreviations.

YOU WILL BE PENALISED FOR DISREGARDING THESE INSTRUCTIONS.

- (a) Your Brazilian correspondent Marta wants to know how you usually spend your weekends. Send her an e-mail in which you state **TWO** things that you normally do on weekends.

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(3 marks)

- (b) Your aunt sends you a gift for your birthday. Write the note you send to her thanking her for the gift and explaining why you like it.

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(3 marks)

- (c) Your Portuguese teacher asks the class to write what sites they visit on the Internet and why. Write your response.

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(3 marks)

GO ON TO THE NEXT PAGE

(d) You are going to arrive late for football practice. Write the note of apology you send to your coach in which you include the reason for your late arrival.

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(3 marks)

(e) Tomorrow will be a holiday. Send a note to your friend inviting him/her to a specific activity, providing details about time and place.

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(3 marks)

(f) Your friend wants to know what you will be wearing to your graduation ball. Write the text that you send describing the outfit you plan to wear.

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(3 marks)

(g) Your teacher has to leave the class. Write TWO instructions that she leaves on the board for the students.

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(3 marks)

- (h) Your brother sends a text message to your mother saying where he went and when he will be back. What does the message say?

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(3 marks)

- (i) Your best friend is leaving to study overseas. Write the farewell note you send to her and mention what you will miss about her.

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(3 marks)

- (j) Your parents are celebrating their 25th anniversary. Write the note you place in the gift congratulating them and expressing best wishes.

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(3 marks)

Total 30 marks

SECTION II

LETTER WRITING

2. Use the cues provided below to write a letter in **PORTUGUESE**, of **NO MORE THAN 130 – 150 words**. Use appropriate tense or tenses.

YOU WILL BE PENALISED FOR DISREGARDING THESE INSTRUCTIONS.

LETTER

Your class is going on a trip to Lethem, Guyana. You have an aunt who lives there. Write a letter to her in which you

- (i) greet her and enquire about her well being
- (ii) give details about your class trip. (when, where, preparations you have made)
- (iii) ask about the place (weather, people, places to visit)
- (iv) mention **TWO** activities you would like to do when you get there.

(DO NOT write your real name and address, but include the date in PORTUGUESE and use the appropriate beginning and ending.)

Total 30 marks

Write your answer to the question you have chosen to answer in Section II here.
Remember to write your question number in the box provided below.

Question No.

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SECTION III

CONTEXTUAL DIALOGUE

3. Use 80 – 100 words to complete the dialogue between you and Michele by giving your responses. Responses to ALL of the cues listed below MUST be included in the dialogue.

You are briefing Michele, a student who is travelling to Boa Vista in Brazil for the first time, in order to help her enjoy her visit there.

- (i) Greetings
- (ii) Directions on how to get to Boa Vista
- (iii) Information on accommodation options
- (iv) Recommendations on tourist attractions and cultural events
- (v) Salutations and thanks

Total 20 marks

Michele: Oi, bom dia, tudo bem?

Você:

Michele: Gostaria de visitar Boa Vista em Roraima durante as minhas férias. Como ir de Lethem, na Guiana, para lá?

Você:

Michele: Como vai ser esta viagem?

Você:

Michele: Ainda sou estudante. Quais tipos de alojamento há?

Você:

Michele: Ouvi falar muito do Parque Nacional do Monte Roraima. Pode descrevê-lo para mim e me dizer como chegar lá?

Você:

Michele: Há museus, parques, monumentos, praças e shoppings para conhecer?

Você:

Michele: Há eventos culturais interessantes e comidas típicas durante o mês de junho?

Você:

Michele: Bom, agradeço muito a sua ajuda. Muito obrigada por ter me ajudado.

Você:

SECTION IV

READING COMPREHENSION

ANSWER ALL QUESTIONS.

4. **Read the following selection carefully. Do NOT translate, but answer the questions in ENGLISH.**

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

A Clever Cat

Um gato e um rato eram melhores amigos. Eles moraram numa pequena vila e tinham muitos amigos. Num dia frio, eles decidiram comprar um pouco de comida. Eles foram ao mercado e compraram um pouco de queijo e um pote grande.

Eles deixaram o queijo no pote na igreja porque muitos dos seus amigos estavam sempre com fome.

Uma noite, o gato faminto disse ao rato que queria ir à igreja para orar porque a sua mãe estava muito doente. Ao chegar à igreja, o gato guloso comeu um pedaço do queijo. No dia seguinte, o gato novamente disse ao rato que tinha de rezar por seu filho que tinha quebrado a sua perna. Naquele momento, ele comeu todo o queijo.

Poucos dias depois, quando o inverno chegou, o rato feliz foi à igreja para o queijo. Para sua surpresa, não havia queijo. Ele procurou por toda a igreja e ele não poderia encontrá-lo. Finalmente, o pobre rato lembrou a verdadeira razão porque o gato sempre quis rezar.

GO ON TO THE NEXT PAGE

Answer, in ENGLISH, the following questions based on the selection you have just read. Use a complete sentence for EACH response.

(a) Where were the cat and the rat living?

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(2 marks)

(b) What did they buy in the market?

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(2 marks)

(c) Where did the cat tell his friend he was going?

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(1 mark)

(d) Explain his reason for wanting to go there?

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(3marks)

(e) What did the cat do on arriving at the place?

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(3 marks)

(f) Explain why the cat wanted to return to the same place?

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(2 marks)

(g) What was the cat's true motive for visiting that place?

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(2 marks)

(h) When did the rat go to the place?

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(1 mark)

(i) What surprise did he get when he arrived?

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(1 mark)

(j) Do you think that the cat and the mouse were indeed best friends? Explain.

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(3 marks)

Total 20 marks

END OF TEST

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

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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
HEADQUARTERS

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

Questions will be scored in one of two ways -- ANALYTICALLY or HOLISTICALLY as directed.

Analytic scoring implies the isolation of one or more aspects of the exercise given and examining them individually. The following will be scored analytically:

- (i) Directed Situations (Section 1)
- (ii) Reading Comprehension (Section 4)

A breakdown of the marking criteria to be used has been provided.

Holistic scoring, in contrast to analytic scoring, implies an overall assessment of the candidate's performance in one or more areas. The following will be scored holistically:

- (i) Letter (Section II)
- (ii) Contextual Contextual Dialogue (Section III)

Annotations	Meaning
RE	Repeated errors
P	Partial response
S	Spelling error
T	On page comment
^	Omission
x	Grammatical and vocabulary errors
→	Incorrect position of adjectives
/	Word count limit
[]	Horizontal line (for underlining errors specified in Question 5 only)
?	Lacks clarity
√	Correct mark (use for Question 6 only)

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

PAPER II - SECTION I

DIRECTED SITUATIONS: Items - 10; Total Mark -- 30

1. Each item will be assessed for its appropriateness and for correctness of expression (grammatical structure, spelling, tenses etc.).
2.
 - (i) If the response includes all elements in the situation, adequately communicates meaning, mark out of 3.
 - (ii) If the response is partially appropriate (i.e. it adequately communicates meaning but does not include all elements in the situation) or inadequately communicates the meaning, mark out of 2 and indicate by the letter **P** in the right hand margin.
 - (iii) If the response (vocabulary or structure) does not make sense, distorts or does not convey meaning, then no marks can be awarded and the candidate scores zero on the item.
3. If the candidate has written more than ONE sentence put a slash (/) after the first sentence. Mark the first sentence only, except in cases where there are two short highly relevant sentences.
4. In assessing correctness of expression identify all errors. Each response is to be assessed separately. An error repeated in **the same** response is to be penalised only once.

Indicate errors as follows:

- (i) **X** - errors of grammar, spelling and vocabulary (also accents that change the meaning of the word: example, está, esté, compró, compré)
- (ii) ^ for omissions
- (iii) → for incorrect word order
- (iv) Repeated errors noted in the first instance only; in all other instances use **REP**

These symbols must be placed under the word where the error occurs.

5. **MARK CALCULATION**

- (i) Deduct marks as follows:
 - 0 - 3 errors - 0 mark
 - 4 - 6 errors - 1 mark
 - 7 - 9 errors - 2 marks
 - 10 and more errors - assign zero
- (ii) Marks will be generated for each response in the response box having deducted the total marks lost from 3 or 2.

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

PAPER II - SECTION II

LETTER: 130-150 words; Total marks -- 30

Note: This question will be single-marked. The marker will use red ink for annotations.


1. In assessing the essay-type question, the following aspects are to be considered.
 - (a) Fluency of language, coherence, clarity and appropriateness to the situation;
 - (b) Grammatical correctness, range of vocabulary and idiom;
 - (c) Length.
2. Before beginning to mark the question assess its length.
 - (i) If in doubt as to whether the answer is of an acceptable length, generate word count/check. For the purpose of marking, the minimum acceptable length of the answer is 120 words and the maximum 170.
 - (ii) If the answer appears to go beyond the desired maximum (170), put a **slash (/)** at the end of the relevant sentence. Do not read beyond the cut-off point.
3.
 - (i) Read the answer for the first time and make an overall assessment paying attention to the fluency of the language used and the appropriateness to the situation. The answer should have a logical development which is relevant and clear to the reader. Place the candidate in one of the six broad categories listed on the Mark Scale (see page 5).
 - (ii) All problematic answers (Problematic: (1) Inappropriate form, e.g. letter rather than composition; (2) Exceptionally short answers; (3) Totally irrelevant answers, etc.) should be referred to the Examining Committee by the marker.
4. Re-read the answer paying attention to the candidate's correct use of grammar. During this reading, tick exceptionally good usage (e.g. idiom, structure, vocabulary), identify all errors and make your final assessment taking all of these into consideration.

PORTUGUESE


PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

5. Indicate errors as follows:

(i)  errors of grammar, and vocabulary

(ii) ^ - omissions

(iii)  - incorrect word order

(iv)  spelling

(v) Repeated errors noted in the first instance only; in all other instances use **REP**.

These symbols must be placed under the word where the error occurs.

6. Award a mark out of 30 according to the scale set out on page 5.

7. Record the score in the response box.

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

MARK SCALE FOR THE ESSAY-TYPE QUESTION

EXCELLENT	30 - 24	Excellent - Ideas are well organized and logically developed, with all points clearly expressed. Candidate writes fluently using correct grammar, a wide range of idioms, vocabulary and structures. Shows coherence and clarity of expression with an occasional inaccuracy.
GOOD	23 - 19	Ideas are organized and logically developed, with all points clearly expressed. Shows coherence and clarity of expression. Uses generally correct grammar but may be somewhat less proficient in range of vocabulary and structures. <u>May contain a few errors.</u>
SATISFACTORY	18 - 15	May have addressed and developed all points showing good use of essential grammar, reasonable vocabulary and structure. Fairly clear and coherent but may have several errors.
MODERATE	14 - 11	May not have addressed and developed all the points. Shows general weakness in grammar, vocabulary and structure. Lacks coherence and clarity of expression but is comprehensible.
LIMITED	10 - 6	Has not addressed or developed all the points, uses poor grammar and vocabulary. Lacks coherence and clarity, scarcely comprehensible
POOR	5 - 0	Extremely weak - incomprehensible, may show (but not necessarily so) constant use of English, French or Portuguese.
NO RESPONSE	NR	Nothing written.

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

PAPER II - SECTION IIICONTEXTUAL DIALOGUE: 80-100 words

Total Marks -- 20

Note: This question will be single-marked. The marker will use red ink to make annotations.

1. In assessing the question, the following criteria are to be considered.
 - (a) Content/Appropriateness of responses
 - (b) Coherence and clarity
 - (c) Grammar
 - (d) Length

2. Before beginning to mark the question assess its length.
 - (i) If in doubt as to whether the answer is of an acceptable length, make a quick check. For the purpose of marking, the minimum acceptable length of the answer is 70 words and the maximum 110.
 - (ii) If in any doubt that the answer meets the minimum requirement for length, generate a word count.
 - (iii) If the answer appears to go beyond the desired maximum 110, put a **slash (/)** at the end of the relevant sentence. Do not read beyond the cut-off point.

3.
 - (i) Read the answer for the first time and make an overall assessment paying attention to the fluency of the language used and the appropriateness of the response.
 - (ii) An **exception(!)** should be raised for all **problematic answers** (Problematic: (1) Exceptionally short answers; (2) Totally irrelevant answers, etc.). This cause the the response to be referred to the Examining Committee.


4. Re-read the answer paying attention to the candidate's correct use of grammar. During this reading, tick exceptionally good usage (e.g. idiom, structure, vocabulary), identify all errors and make your final assessment taking all of these into consideration.

PORTUGUESE


PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

5. Indicate errors as follows:

(i)  errors of grammar, and vocabulary

(ii) ^ - omissions

(iii)  - incorrect word order

(iv)  spelling

(v) Repeated errors noted in the first instance only; in all other instances use **REP**

These symbols must be placed under the word where the error occurs.

6. Place the candidate in one of the six broad categories listed on the mark scheme (See page 8).

7. (i) Award a mark out of 20 according to the scale set out on page 8.
(ii) Record the mark in the response box.

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

ASSESSMENT CRITERIA - CONTEXTUALCONTEXTUAL DIALOGUE

Scores	Criteria
EXCELLENT TO VERY GOOD 20-16	Uses all cues well. Organizes and develops ideas /responses using language that flows naturally. Ideas /responses are very clearly expressed. Wide and proficient use of idioms, structures and vocabulary.
GOOD 15-13	Uses at least 4 of the cues well. Organizes and develops ideas/responses using language that flows naturally. Ideas/responses are clearly expressed. Uses generally correct grammar but may be somewhat less proficient in range of vocabulary and structures. May contain a few errors of grammar.
SATISFACTORY 12-10	Uses at least 3 of the cues. Organizes and develops ideas/responses using language that flows fairly well. Ideas/responses are fairly well expressed. Adequate use of idioms, structures and vocabulary to enable communication. More obvious errors in grammar are present.
MODERATE 9 - 7	Includes some of the cues but all may not be used well. Ideas and responses are not well organized/ developed. Language shows some incoherence. Limited use of idioms, structures and vocabulary. .
LIMITED 6-4	Limited use of cues. Ideas/responses are not well organized or expressed. Lacks coherence and clarity, Poor use of idioms, structures and vocabulary.
POOR 3-0	Very weak use of cues, very poor organization. Ideas /responses incoherent and incomprehensible. Very poor use of idioms, structures and vocabulary.
N.R.	Nothing written

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

HOLISTIC MARK SCHEME

PAPER II - SECTION IV

READING COMPREHENSION: Items - 10 Total Marks - 20

1. Responses are to be made in ENGLISH. Where **ALL** responses are made in SPANISH total marks and divide by 2. Where responses are in both SPANISH AND ENGLISH mark **ONLY** ENGLISH responses.
2. Marks will be awarded for Comprehension. No marks will be deducted for language except where communication is affected.
3. There are 10 items for a total of 20 marks. Marks for items will range between 1 mark and 3 marks.
 - (a) For items out of 1 mark:

1 mark	-	fully correct
0 mark	-	completely incorrect
 - (b) For items out of a maximum of 2 marks:

2 marks	-	fully correct
1 mark	-	partially correct
0 mark	-	completely incorrect
 - (c) For items out of a maximum of 3 marks:

3 marks	-	fully correct
2, 1 mark(s)	-	partially correct
0 mark	-	completely incorrect

NOTE: These items are being marked as 1 QIG.

Assigning marks

1. Insert a tick ✓ on the part of the response that is correct.
 The number of ticks ✓ should be equal to the mark(s) being assigned for each response.
 The total number of ticks in the annotations count (for ticks) at the end of marking the last sub-part(j), should equal the total marks for Question 6. Enter this total count into the response box.
2. If the answer is incorrect, place an **X**. This will not affect the mark count.

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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
HEADQUARTERS

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

MARK SCHEME

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

MARK SCHEME

Question 1

Section I – Directed Situations

Question	Function	Full response	Partial response
a.	Narrating	No final de semana eu vou para a praia e jogo futebol/ No final de semana eu durmo e leio livros. (Any response that mentions 2 activities performed on the weekend)	No final de semana eu vou para a praia. No final de semana eu leio livros. (Only one activity mentioned)
b.	Thanking and Explaining	Muito obrigado pelo presente; ele é útil para fazer meus trabalhos escolares. (Thanking and explaining)	Muito obrigado pelo presente/o presente é muito útil para meus trabalhos escolares! (Either only thanking or explaining)
c.	Providing an explanation/Giving a reason	Eu visito sites de notícias para sempre ficar bem informado. (Providing information and why)	Eu visito o site XYZ/Eu leio notícias na internet (Either only providing information or only stating why)
d.	Apology/Reason	Desculpe por chegar atrasado, o ônibus teve um pneu furado (Apology and reason)	Desculpe por atrasar/O ônibus teve um pneu furado (Either only apology or only providing a reason)
e.	Invitation/Giving reason	Vamos à praia de Accra amanhã às 10h para jogar futevôlei? (Invitation and giving information)	Vamos para a praia amanhã?/Vamos jogar futevôlei amanhã? (Invitation/giving information)
f.	Describing	No baile de graduação eu pretendo vestir uma calça preta, uma camisa azul e sapatos pretos (Describing)	No baile de graduação eu usarei uma camisa. (Description not complete)
g.	Giving Instruction	É proibido comer e falar alto dentro do laboratório de línguas! (Give two instructions)	Proibido fumar! (Only one instruction)

PORTUGUESE

PAPER 02 - GENERAL PROFICIENCY

MARK SCHEME

h.	Providing information: where and when	Olá mãe, meu irmão foi ao clube agora e volta daqui a duas horas. (Providing information: where and when)	Olá mãe, meu irmão foi ao clube. (Providing only one piece of information)
i.	Farewell/Expressing feelings	Querida amiga, tudo de bom no exterior e boa sorte, vou sentir muito a falta da sua companhia e da sua amizade (Farewell/expressing feelings)	Querida amiga, boa sorte em sua nova vida!/Vou sentir muito a sua falta! (Either only farewell or only expressing feelings)
j.	Congratulations/Expressing wishes	Parabéns pelos 25 anos de casamento, desejo tudo de bom e muitas felicidades! (Congratulations/expressing wishes)	Parabéns pelas Bodas de Prata!/Felicidades! (Either only congratulating or only expressing wishes)

Total 30 marks

PORTUGUESE
PAPER 02 - GENERAL PROFICIENCY
MARK SCHEME

Question 3

Michele: Oi, bom dia, tudo bem?

Você: **Bom dia, tudo bem, obrigado/a. E você?**

Michele: Gostaria de visitar Boa Vista em Roraima durante as minhas férias. Como ir de Lethem, na Guiana, para lá?

Você: **Existem táxis, vans e ônibus. Há uma ponte internacional que liga os dois países. Vá à vila de Bonfim e depois a Boa Vista.**

Michele: Como vai ser esta viagem?

Você: **A viagem é tranquila e a passagem é barata. De Bonfim a Boa Vista leva 2 horas e 30 minutos.**

Michele: Ainda sou estudante. Quais tipos de alojamento há?

Você: **Há pousadas e pequenos hotéis razoáveis. Posso recomendar Hotel Euzébio.**

Michele: Ouvi falar muito do Parque Nacional do Monte Roraima. Pode descrevê-lo para mim e me dizer como chegar lá?

Você: **Posso, sim. O Parque Nacional em Boa Vista é muito impressionante. Tem que visitá-lo.**

PORTUGUESE
PAPER 02 - GENERAL PROFICIENCY
MARK SCHEME

Michele: Há museus, parques, monumentos, praças e shoppings para conhecer?

Você: Há, sim - tudo! Pode visitar dois museus, muitos parques, várias praças e há três shoppings bem grandes.

Michele: Há eventos culturais interessantes e comidas típicas durante o mês de junho?

Você: Você pode participar das festas juninas e há muita comida gostosa, típica de Roraima e das festas juninas.

Total 20 marks

PORTUGUESE
PAPER 02 - GENERAL PROFICIENCY
MARK SCHEME

Question 4

- (a) A small town/village. (2 marks)
- (b) Cheese /large pot. (2 marks)
- (c) To the church. (1 mark)
- (d) To pray/for his mother/because she was very ill. (3 marks)
- (e) He ate/ a piece /of cheese. (3 marks)
- (f) To pray for his son/ who had a broken leg. (2 marks)
- (g) To eat/ the cheese. (2 marks)
- (h) When it was cold OR winter. (1 mark)
- (i) There was no cheese OR the pot was empty. (1 mark)
- (j) No, The cat pretended to be his friend and tricked him/lied to him. (3 marks)

Total 20 marks



TEST CODE 01264030

FORM 01264030/SPEC 2015

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

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

PORTUGUESE

General Proficiency

SPECIMEN

Paper 03

**ORAL
RESPONSES TO SITUATIONS/INSTRUCTIONS**

Five situations are described below. You are required to respond to EACH one in Portuguese as indicated by the Examiner.

1. You did not do your science homework.
 - (a) What explanation do you give to your teacher?
 - (b) What do you promise to do?

2. You did not attend your best friend's birthday party
 - (a) What excuse do you give her?
 - (b) How does she express her disappointment?

3. Your brother has misplaced your cellular phone.
 - (a) What do you say to him?
 - (b) What do you threaten to do?

4. You arrived home from school later than usual?
 - (a) What reason do you give for your lateness?
 - (b) What warning does your parent give you?

5. Your neighbour is going abroad and asks you to feed her dog.
 - (a) What do you ask her?
 - (b) How does she respond?



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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

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

PORTUGUESE

Paper 03 - General Proficiency

SPECIMEN

**ORAL
CONVERSATION**

A. HOME AND FAMILY

1. Você tem uma família grande ou pequena? Explique.
2. Onde você mora?
3. Você mora em um apartamento ou numa casa?
4. Quantas divisões você tem na casa?
5. Em qual parte da casa está a televisão?
6. Você prefere a sua irmã ou o seu irmão? Por quê?
7. Descreva a sua mãe/casa.



TEST CODE **01264030**

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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

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

PORTUGUESE

Paper 03 - General Proficiency

SPECIMEN

**ORAL
CONVERSATION**

B. Travel

1. Você gosta de viajar? Por quê?
2. Quais coisas/preparativos são importantes de fazer antes de viajar?
3. Você já foi para outro país? Qual?
4. Qual país gostaria de conhecer? Por quê?
5. O que você pretende fazer quando visitar este país?
6. Você gostaria de ir ao Brasil? Por quê?
7. Quais lugares você gostaria de visitar no Brasil?
8. Descreva um lugar que você visitou e gostou muito. Por que gostou dele?



TEST CODE 01264030

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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

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

PORTUGUESE

Paper 03 - General Proficiency

SPECIMEN

**ORAL
CONVERSATION**

C. School and Career

1. Quais são as línguas ensinadas em sua escola
2. Qual língua você gosta? Por quê?
3. Quais são suas matérias favoritas? Por quê?
4. Você tem as atividades extra-curriculares em sua escola? Quais?
5. É importante ter uma atividade extra-curricular?
6. O que você gostaria de ser no futuro?
7. Quais matérias você está fazendo que podem ajudá-lo/la no futuro?
8. Descreva sua escola.



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Paper 03 - General Proficiency

SPECIMEN

**ORAL
CONVERSATION**

D. Daily Routine

1. A que horas você normalmente acorda todos os dias?
2. O que você faz após acordar pela manhã?
3. Você costuma dormir cedo todos os dias? Explique por que/ por que não.
4. O que você faz ao chegar em casa todos os dias?
5. Você acha que tem uma vida interessante? Explique
6. Como você ajuda com o trabalho em casa?
7. Como é um dia típico na sua família?
8. Como você passa seu fim de semana normalmente?



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SPECIMEN

**ORAL
CONVERSATION**

E. Sports/Recreation

1. Qual é seu esporte favorito e por quê?
2. Por que você acha que fazer esportes é importante?
3. Quem é sua personalidade esportiva favorita e por quê?
4. Que tipos de esportes são praticados em sua comunidade?
5. Você prefere assistir filmes em casa ou no cinema com amigos? Por quê?
6. Que tipo de música você mais gosta de ouvir? Por quê?
7. Você gosta de jogos eletrônicos? Por quê?
8. Descreva um dia típico no parque com os amigos?



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EXAMINATION**

PORTUGUESE

Paper 03 - General Proficiency

SPECIMEN

**ORAL
CONVERSATION**

F. SHOPPING

1. Você gosta de fazer compras? Por quê?
2. Dê exemplos de três coisas que você gosta de comprar.
3. Quais são as suas marcas preferidas?
4. Você prefere feiras ou shoppings? Por quê?
5. Descreva o seu shopping preferido/a sua loja preferida.
6. Qual é o seu shopping preferido/a sua loja preferida? Por quê?
7. Você gosta de ir sozinho/a ou com a sua família ou com amigos? Por quê?
8. O que você compra quando vai ao supermercado?



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PORTUGUESE

General Proficiency

SPECIMEN

Paper 03

**ORAL
READING PASSAGE**

The Internet

Com tantas pessoas colocando informações pessoais na internet, o marketing direcionado se tornou muito fácil e popular. Devido a essa capacidade muito precisa de marketing demográfico específico, as redes sociais são extremamente rentáveis. Mas há sempre o lado negativo, e no caso das rede sociais é, sobretudo, a questão da confiança e segurança. As redes sociais colocam seus usuários em perigo, especialmente em relação aos membros da web que fazem de conta que são outra pessoa e nas quais não se deveria confiar. Quando você só conhece uma pessoa há pouco tempo e nunca antes a conheceu pessoalmente, é muito fácil para essa pessoa criar uma auto-imagem desejável em sua cabeça, e esta imagem pode ter nada a ver com a realidade. Quando expomos nossas vidas para a comunidade da internet, nós nos tornamos muito vulneráveis, independente se nos damos conta disto ou não.

(144 words)



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