This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

**Specification**

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese (1PG0)

*First teaching from September 2018*

*First certification from June 2020*
### Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese specification

#### Issue 4 changes

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<th>Summary of changes made between previous issue and this current issue</th>
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<td>Removal of Subject Advisor name: ‘Our subject advisor service and online community’</td>
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<td>Update to Foundation tier paper timing: ‘Foundation tier: 1 hour 20 minutes...’</td>
<td>6 and 38</td>
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<tr>
<td>Clarification of question titles appearing in English added: ‘The instructions to students are in Gujarati. The question titles appear in English.’</td>
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<td>Update to Foundation tier Assessment Information for Paper 4, bullet point 5: ‘Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register.’</td>
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<td>Reference to ‘GCE AS’ removed in the following sentence: ‘This qualification offers a suitable progression route to GCE A level in Gujarati.’</td>
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Portuguese?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We’ve listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics
Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content
Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus
The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students
Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students’ progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts
We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria
Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression
Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
- To support you in delivering this specification, our Getting Started Guide, available on our website, gives you an overview of the new GCSE qualification.
- We will give you an editable course planner and scheme of work that you can adapt to suit your department.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
- marked exemplars of student work with examiner commentaries

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

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<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Portuguese (*Paper code: 1PG0/1F and 1H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><strong>Foundation tier:</strong> 35 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td><strong>25% of the total qualification</strong></td>
</tr>
</tbody>
</table>

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their understanding of standard spoken Portuguese by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Portuguese speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Portuguese.

**Foundation tier**

- Section A is set in English. The instructions to students are in English.
- Section B is set in Portuguese. The instructions to students are in Portuguese.

**Higher tier**

- Section A is set in Portuguese. The instructions to students are in Portuguese.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
### Paper 2: Speaking in Portuguese (*Paper code: 1PG0/2F and 2H*)

<table>
<thead>
<tr>
<th>Internally conducted and externally assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</em></td>
</tr>
<tr>
<td><em>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</em></td>
</tr>
</tbody>
</table>

**25% of the total qualification**

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their ability to communicate and interact effectively through speaking in Portuguese for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- **Task 1** – a role play based on one topic that is allocated by Pearson
- **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
- **Task 3** – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### Paper 3: Reading and understanding in Portuguese (*Paper code: 1PG0/3F and 3H*)

<table>
<thead>
<tr>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Foundation tier: 45 minutes; 50 marks</em></td>
</tr>
<tr>
<td><em>Higher tier: 1 hour; 50 marks</em></td>
</tr>
</tbody>
</table>

**25% of the total qualification**

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their understanding of written Portuguese across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- **Section A** is set in English. The instructions to students are in English
- **Section B** is set in Portuguese. The instructions to students are in Portuguese
- **Section C** includes a translation passage from Portuguese into English with instructions in English.
## Paper 4: Writing in Portuguese (*Paper code: 1PG0/4F and 4H*)

<table>
<thead>
<tr>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation tier</strong>: 1 hour 15 minutes; 60 marks</td>
</tr>
<tr>
<td><strong>Higher tier</strong>: 1 hour 20 minutes; 60 marks</td>
</tr>
<tr>
<td><strong>25% of the total qualification</strong></td>
</tr>
</tbody>
</table>

### Content overview

This paper draws on vocabulary and structures across all the themes and topics.

### Assessment overview

Students are assessed on their ability to communicate effectively through writing in Portuguese for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Portuguese. The instructions to students are in Portuguese. Word counts are specified for each question. Students must answer all questions.

**Foundation tier** – three open-response questions and one translation into Portuguese.

**Higher tier** – two open-response questions and one translation into Portuguese.

*See Appendix 6: Codes for a description of this code and all other codes relevant to this qualification.*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese allows students to develop their ability to communicate with Portuguese native speakers in both speech and writing. Students will study a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Portuguese-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Portuguese grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Portuguese is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Portuguese-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students’ home country and that of countries and communities where Portuguese is spoken.**

**Theme 1: Identity and culture**
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

**Theme 3: School**
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being ‘green’; access to natural resources
Paper 1: Listening and understanding in Portuguese

Content

Students are assessed on their understanding of standard spoken Portuguese in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Portuguese language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
Assessment information

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Portuguese-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.

**Foundation tier**
- 35 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Section B contains two questions set in Portuguese. The question type is multiple-response. The instructions to students are in Portuguese.

**Higher tier**
- 45 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains two questions set in Portuguese. The question type is multiple-response. The instructions to students are in Portuguese.
- Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.

- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Portuguese.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs)* document.
**Paper 2: Speaking in Portuguese**

**Content**

Students are assessed on their ability to communicate and interact effectively through speaking in Portuguese for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a ‘perfect’ command of Portuguese.

These are assessed through a series of three consecutive tasks.

**Task 1 – Role play**

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the *Role play mark grid* within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.*

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. **not** on the theme International and global dimension, as this theme lends itself better to the picture-based task and the conversation.

**Task 2 – Picture-based task**

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.*

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.
Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.

**Task 3 – Conversation**

The conversation allows students to cover all of the requirements outlined in the Content section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see Themes and topics) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information

- First assessment: April/May 2020.
- The entire assessment must be conducted in Portuguese.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.

Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Portuguese for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
● The use of dictionaries is not permitted during the preparation time or during the assessment.

**Foundation tier assessment time and marks**
● The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
● The assessment is worth 70 marks.
● The assessment consists of the following three tasks, which must be conducted in the following order:
  o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**
● The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
● The assessment is worth 70 marks.
● The assessment consists of the following three tasks, which must be conducted in the following order:
  o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  o Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
Preparation time

Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol ‘?’), and where an unpredictable question is posed to them by the teacher (indicated by the symbol ‘!’).

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Portuguese. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a conditional tense where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. For four of the prompts, students are required to speak in the present tense or they may use a conditional tense if it is more natural to do so. They must respond to one question set in a past tense.
Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards

At Foundation tier, students are provided with a picture and five bullets in Portuguese to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Portuguese to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic What school is like may:

- choose to focus on ‘school types’ and ‘rules and pressures’, or
- choose to focus only on ‘rules and pressures’.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that an equal amount of time is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Portuguese

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.

Additional guidance

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, tu with a verb conjugated in the second person singular is only acceptable in informal contexts.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Limited response to set questions, likely to consist of single-word answers</td>
</tr>
<tr>
<td></td>
<td>Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</td>
</tr>
<tr>
<td></td>
<td>A straightforward opinion may be expressed but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</td>
</tr>
<tr>
<td>5–8</td>
<td>Responds briefly to set questions, there is much hesitation and continuous prompting needed</td>
</tr>
<tr>
<td></td>
<td>Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</td>
</tr>
<tr>
<td></td>
<td>Straightforward, brief opinions are given but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</td>
</tr>
<tr>
<td>9–12</td>
<td>Responds to set questions with some development, some hesitation and some prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions with occasional, brief justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>13–16</td>
<td>Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions and gives justification with some development</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</td>
</tr>
</tbody>
</table>

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.
### Picture-based task: linguistic knowledge and accuracy – Foundation tier

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<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
     | - Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4  | - Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
     | - Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
     | - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
     | - Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

### Additional guidance

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that prevent meaning being conveyed:
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

<table>
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<tr>
<td>0</td>
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</table>
| 1–3  | • Communicates limited information relevant to the topics and questions  
      • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
      • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
      • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | • Communicates brief information relevant to the topics and questions  
      • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
      • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
      • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
      • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
      • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
      • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12| • Communicates information relevant to the topics and questions, with some extended sequences of speech  
      • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
      • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
      • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
Additional guidance

*Uses language creatively* – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
### Conversation: interaction and spontaneity – Foundation tier

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<tr>
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</tr>
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</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question  
- Short, undeveloped responses, many incomplete  
- Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question  
- Short responses, any development depends on teacher prompting  
- Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
- Occasionally able to initiate and develop responses independently but regular prompting needed  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12| - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
- Sometimes able to initiate and develop the conversation independently, some prompting needed  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

### Additional guidance

**Rephrasing/repair strategies**: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rehearsed language**: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
**Conversation: linguistic knowledge and accuracy – Foundation tier**

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| 1–3  | Uses straightforward, individual words/phrases; limited evidence of language manipulation  
      | Limited accuracy, minimal success when referring to past, present and future events  
      | Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6  | Uses straightforward, repetitive, grammatical structures  
      | Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
      | Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9  | Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      | Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      | Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12| Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      | Generally accurate grammatical structures, generally successful references to past, present and future events  
      | Generally coherent speech although errors occur that sometimes hinder clarity of communication |

**Additional guidance**

**Complex grammatical structures** are considered to be:
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity**:  
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:  
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

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Additional guidance

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

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**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

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| 1–4  | ● Responds to set questions with some development, some hesitation and some prompting necessary  
      ● Some effective adaptation of language to describe, narrate and inform in response to the set questions  
      ● Expresses opinions with occasional, brief justification  
      ● Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | ● Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
      ● Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
      ● Expresses opinions and gives justification with some development  
      ● Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | ● Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
      ● Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
      ● Expresses opinions effectively and gives justification which is mostly developed  
      ● Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| ● Responds to the set questions with consistently fluent and developed responses  
      ● Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
      ● Expresses opinions with ease and gives fully-developed justification  
      ● Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
Picture-based task: linguistic knowledge and accuracy – Higher tier

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–2  | ● Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
     ● Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4  | ● Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
     ● Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6  | ● Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
     ● Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8  | ● Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
     ● Responses are coherent, any errors do not hinder the clarity of the communication |

Additional guidance

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that prevent meaning being conveyed:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
## Assessment criteria for the Higher tier – Part 3

### Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

### Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
- Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
- Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
- Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
- Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech  
- Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions  
- Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes  
- Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
- Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
- Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
- Pronunciation and intonation are consistently accurate and intelligible |
Additional guidance

*Uses language creatively*: examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
## Conversation: interaction and spontaneity – Higher tier

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<tbody>
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</tr>
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| 1–3  | • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
      • Occasionally able to initiate and develop responses independently but regular prompting needed  
      • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6  | • Responds spontaneously to some questions, interacting naturally for parts of the conversation  
      • Sometimes able to initiate and develop the conversation independently, some prompting needed  
      • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9  | • Responds to most questions spontaneously, resulting in mostly natural interaction  
      • Mostly able to initiate and develop the conversation independently  
      • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12| • Responds spontaneously and with ease to questions, resulting in natural interaction  
      • Consistently able to initiate and develop the conversation independently  
      • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
**Conversation: linguistic knowledge and accuracy – Higher tier**

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| 1–3  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      • Generally accurate grammatical structures, generally successful references to past, present and future events  
      • Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | • Manipulates a variety of grammatical structures, some variety of complex structures  
      • Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
      • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| • Manipulates a wide variety of grammatical structures, frequent use of complex structures  
      • Consistently accurate grammatical structures, consistently successful references to past, present and future events  
      • Fully coherent speech; any errors do not hinder the clarity of the communication |

**Additional guidance**

*Complex* grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

*Straightforward* grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Paper 3: Reading and understanding in Portuguese

Content

Students are assessed on their understanding of written Portuguese across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Portuguese into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Portuguese into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Portuguese-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Portuguese language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.
Assessment information

- The assessment time is:
  - Foundation tier – 45 minutes in length
  - Higher tier – 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Portuguese. The instructions to students are in Portuguese:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Portuguese into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.
Paper 4: Writing in Portuguese

Content

Students are assessed on their ability to communicate effectively through writing in Portuguese.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Portuguese.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Portuguese.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Portuguese.
- 'The instructions to students are in Portuguese. The question titles appear in English.
- The use of dictionaries is not permitted.
• **Foundation tier**
  o The assessment time is 1 hour and 10 minutes in length.
  o The paper consists of three open questions and one translation from English into Portuguese.
  o Students must answer all questions.
  o Question 1 assesses students on their ability to write to describe and to express opinions.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*.
  o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*. This question is common to the Higher tier.
  o Question 4 is the translation question. Students are required to translate five sentences from English to Portuguese. The sentences are ordered by increasing level of difficulty.

• **Higher tier**
  o The assessment time is 1 hour and 20 minutes in length.
  o The paper consists of two questions and one translation from English into Portuguese.
  o Students must answer all questions.
  o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*. This question is common to the Foundation tier.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*.
  o Question 3 is the translation question. Students are required to translate a short paragraph from English into Portuguese. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Portuguese

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark
- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Some relevant, basic information without development</td>
</tr>
<tr>
<td></td>
<td>Uses language to inform, give short descriptions and express opinions with limited success</td>
</tr>
<tr>
<td></td>
<td>Uses limited selection of common, familiar vocabulary and expression with frequent repetition</td>
</tr>
<tr>
<td>3–4</td>
<td>Mostly relevant information, minimal extra detail</td>
</tr>
<tr>
<td></td>
<td>Uses language to give short descriptions, simple information and opinions with variable success</td>
</tr>
<tr>
<td></td>
<td>Uses small selection of common, familiar vocabulary and expression with some repetition</td>
</tr>
<tr>
<td>5–6</td>
<td>Relevant information with occasional extra detail</td>
</tr>
<tr>
<td></td>
<td>Uses language to give short descriptions, simple information and opinions with some success</td>
</tr>
<tr>
<td></td>
<td>Uses small selection of common, familiar vocabulary and expression with little repetition</td>
</tr>
</tbody>
</table>
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Produces simple, short sentences in isolation  
      | ● Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | ● Produces simple, short sentences with little linking  
      | ● Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | ● Produces simple sentences with some linking  
      | ● Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 2 – Foundation tier (16 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:
- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see Additional guidance).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | Limited information given likely to consist of single words and phrases  
      | Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
      | Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
      | Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | Some brief information given, basic points made without development  
      | Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
      | Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
      | Occasional appropriate use of register and style |
| 5–6  | Some relevant information given appropriate to the task, basic points made with little development  
      | Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
      | Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
      | Mostly appropriate use of register and style, mostly sustained |
| 7–8  | Relevant information given appropriate to the task, basic points made with some development  
      | Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
      | Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
      | Appropriate use of register and style sustained |
Additional guidance

*Independently selected vocabulary and expression*: students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

*Register and style definition: formal* register and style include, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Repetitive use of minimal selection of straightforward grammatical structures  
      | ● Produces individual words/set phrases  
      | ● Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | ● Use of a restricted range of straightforward grammatical structures, frequent repetition  
      | ● Produces simple, short sentences, which are not linked  
      | ● Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | ● Uses straightforward grammatical structures, some repetition  
      | ● Produces simple, short sentences; minimal linking  
      | ● Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | ● Uses straightforward grammatical structures, occasional repetition  
      | ● Produces predominantly simple sentences occasionally linked together  
      | ● Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

### Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.
Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:
- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
**Question 3: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
      - Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
      - Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
      - Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
      - Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
      - Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
      - Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
      - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      - Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      - Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
      - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      - Appropriate use of register and style throughout with minimal inconsistency |

**Additional guidance**

**Creative language use** – examples of creative language use are:
- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.
**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

**Adaptation of language to narrate, inform, interest and give convincing opinions:**
adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
- Produces brief, simple sentences, limited linking of sentences  
- Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
- Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
- Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
- Produces some extended sentences that are linked with familiar, straightforward conjunctions  
- Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
- Produces frequently extended sentences, well linked together  
- Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the reader from the content and which result in coherent writing.
Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  

**NB**: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>• Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>• Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
<tr>
<td>2</td>
<td>• The meaning of the sentence is partially communicated</td>
</tr>
<tr>
<td></td>
<td>• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>• The meaning of the sentence is fully communicated</td>
</tr>
<tr>
<td></td>
<td>• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
• errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
• frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
• errors that mean the reader cannot understand the message
• errors that convey the wrong message
• errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
• mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
### Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates brief information relevant to the task with little development  
      • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
      • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
      • Variable use of appropriate register and style |
| 4–6  | • Communicates information relevant to the task, with development of the occasional key point and idea  
      • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
      • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
      • Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | • Communicates information relevant to the task, with development of some key points and ideas  
      • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      • Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| • Communicates information relevant to the task with expansion of key points and ideas  
      • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      • Appropriate use of register and style throughout, with minimal inconsistency |

**Additional guidance**

**Creative language use**: examples of creative language use are:

- using language to create an effect  
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes  
- using language to express thoughts, ideas, feelings and emotions  
- using language to inform and narrate ideas, thoughts and points of view to maintain interest  
- applying a variety of vocabulary and structures to maintain interest  
- using language effectively to achieve more complex purposes, for example to interest, to convince.
Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
**Question 1: linguistic knowledge and accuracy mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Uses straightforward grammatical structures, some repetition  
      ● Produces brief, simple sentences, limited linking of sentences  
      ● Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | ● Uses mostly straightforward grammatical structures, occasional repetition  
      ● Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
      ● Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | ● Different examples of straightforward grammatical structures are evident  
      ● Produces some extended sentences that are linked with familiar, straightforward conjunctions  
      ● Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | ● Some variation of grammatical structures, occasional complex structure  
      ● Produces frequently extended sentences, well linked together  
      ● Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Question 2 – Higher tier (28 marks)

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see Additional guidance).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–4  | - Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
- Some effective adaptation of language to narrate, inform, interest/convince  
- Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
- Appropriate use of register and style with occasional inconsistency |
| 5–8  | - Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
- Frequently effective adaptation of language to narrate, inform, interest/convince  
- Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
- Appropriate use of register and style with few inconsistencies |
| 9–12 | - Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
- Mostly effective adaptation of language, to narrate, inform, interest/convince  
- Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
- Predominantly appropriate use of register and style |
| 13–16| - Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
- Consistently effective adaptation of language to narrate, inform, interest/convince  
- Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
- Consistent use of appropriate register and style throughout |
Additional guidance

**Creative use of language**: examples of creative language use are:
- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince**: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: formal** register and style include, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>- Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</td>
</tr>
<tr>
<td></td>
<td>- Occasional sequences of fluent writing, occasionally extended, well-linked sentences</td>
</tr>
<tr>
<td></td>
<td>- Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</td>
</tr>
<tr>
<td>4–6</td>
<td>- Some variation of grammatical structures, including some repetitive instances of complex language</td>
</tr>
<tr>
<td></td>
<td>- Prolonged sequences of fluent writing, some extended, well-linked sentences</td>
</tr>
<tr>
<td></td>
<td>- Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</td>
</tr>
<tr>
<td>7–9</td>
<td>- Uses a variety of grammatical structures including some different examples of complex language</td>
</tr>
<tr>
<td></td>
<td>- Predominantly fluent response; frequent extended sentences, mostly well linked</td>
</tr>
<tr>
<td></td>
<td>- Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</td>
</tr>
<tr>
<td>10–12</td>
<td>- Uses a wide variety of grammatical structures, including complex language</td>
</tr>
<tr>
<td></td>
<td>- Fluent response throughout with extended, well-linked sentences</td>
</tr>
<tr>
<td></td>
<td>- Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</td>
</tr>
</tbody>
</table>

Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 3 – Higher tier (12 marks)

Translation mark grid

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference  
       - Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6  | - The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated  
       - Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9  | - The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated  
       - Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12| - The meaning of the passage is fully communicated  
       - Consistently accurate language and structures, any errors do not hinder clarity |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
### Assessment Objectives

**Students must:**

| AO1 | Listening – understand and respond to different types of spoken language | 25% |
| AO2 | Speaking – communicate and interact effectively in speech | 25% |
| AO3 | Reading – understand and respond to different types of written language | 25% |
| AO4 | Writing – communicate in writing | 25% |
| **Total** | 100% |

### Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Portuguese</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Speaking in Portuguese</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Portuguese</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Portuguese</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Portuguese. For listening and reading, all student work must follow the instruction provided for the individual question.
Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

Special consideration

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual’s General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>
This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2020.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE A Level in Portuguese. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Portuguese-speaking countries and their cultures.
Appendices

Appendix 1: Candidate speaking examination record form (CS2)  71
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Appendix 3: Vocabulary list  79
Appendix 4: The context for the development of this qualification  135
Appendix 5: Transferable skills  137
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Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation-tier and Higher-tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese</th>
<th>1PG0:       2F/2H*                     (*Please delete as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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</table>

<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Portuguese grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Portuguese (Foundation tier)

Nouns

Gender
- Gender of all nouns
- Gender endings
- Common feminine and masculine diminutives and augmentatives, e.g. pãozinho, casarão
- Alternative meanings of common nouns depending on gender, e.g. a caixa – o caixa
- Masculine verbal noun, e.g. o trabalhar

Singular and plural forms
- Plural of all nouns and, where applicable, their feminine equivalents
- Change of stressed closed to open vowel, e.g. ovos
- Plural of noun+de+noun, e.g. quartos de casal
- Plural of common compound nouns, diminutives and augmentatives, e.g. couves-flores, guarda-chuvas, pãezinhos, cafezinhos
- Masculine and feminine plurals covering both genders, e.g. os filhos, as crianças

Articles
- Definite, o, a, os, as agreement with noun
- Indefinite, um, uma, uns, umas, agreement with noun
- Combined forms preposition + article: e.g. ao, do, no, pelo
- Additional use of definite article - with a toponym or name of country, o Porto, o Brasil
  - with name of a person, a Ana
  - with possessive, o meu passaporte
  - with nouns used in a general sense, a fruta está cara
  - other uses of article, e.g. 5 euros o quilo
- Omission of indefinite article - origin, sou inglês
  - profession, occupation, sou estudante
  - possession, tem carro
  - marital status, ela é casada
  - affiliation, religion, ele é católico
Adjectives
- Adjectives and past participles used adjectivally
- Agreement in gender and number
- Position
- Change of stressed closed to open vowel, e.g. novo, nova, novos
- Position of adjectives – noun+adjective and common exceptions, e.g. bom dia
- Demonstrative: este/a, esse/a, aquele/a
- Possessive: meu/minha, teu/tua, seu/sua, nosso/a, vosso/a, seu/sua

Adverbs
- Formation with –mente, e.g. igualmente
- Everyday usage, e.g. bem, devagar, assim
- Common adverbia phrases, e.g. de repente, de novo
- Position of adverbs
- Adverbs of time and place: aqui, ali, acolá, agora, já
- Interrogative: como, quando, onde, aonde, por que

Comparatives and superlatives
- Regular Comparatives with Adjectives and Adverbs:
  - tão...como; tão...quanto; mais...do que; menos...do que
  - muito..., pouco...
- Superlative Relative
  - O mais... / o menos
- Superlative Absolute
  - muito/bastante/bem + adjective or adverb
- Irregular comparatives maior, menor, melhor, pior, superior, inferior
- Irregular superlatives o/a maior, o/a menor, o/a melhor, o/a pior, o máximo, o mínimo (R)

Connectives
- Common examples: e, e ainda, antes, depois, pois, porque, também, mas, apenas, por exemplo, portanto, quando, para, para que, se, sobre, ao lado, na minha opinião, como, tal como, ou

Quantifiers/intensifiers
- Common examples: claro, mesmo, pois não, também, apenas, por certeza, naturalmente, ora, próprio

Pronouns

Personal
- Subject personal pronouns
- Direct and indirect personal pronouns
- Direct and indirect personal pronouns with prepositions, e.g. para mim, comigo, contigo, consigo, com você (R)
Pronouns (continued)
- Reflexives and usage with reflexive verbs: after the verb hyphenated, (e.g. *eu lavo-me* EP) and before the verb (*eu me lavo* BP)
- Position of direct and indirect pronouns: after the verb hyphenated and before the verb

Demonstratives and indefinites
- *isto, isso, aquilo*
- *cada, tudo, nada, tanto, vários*
- *algum, ninguém*
- *este, esse, aquele*

Relatives
- *Que, quem, onde*
- *Word order*

Possessives
- First, second and third persons singular and plural
- Possession expressed with *de... dele/dela de você, do/da + proper noun*
- Omission of possessive, e.g. *lavar as mãos*

Verbs
- Regular and irregular verbs
- All persons of the verb, singular and plural
- Modes of address: *tu and você*
- Radical-changing verbs
- Negative forms
- Interrogative forms
- Uses of *ser* and *estar*
- Reflexive verbs, where applicable, e.g. *sentar-se, levantar-se*
- Progressive with *estar* (e.g. *está a chover*)
- Common idiomatic expressions with ter and haver, e.g. *tem de estudar há pouco*
- Verbs followed by an infinitive (with or without preposition), e.g. *quero comer, gosto de fazer*
- Verbs followed by preposition *em e de, e.g pensar em, gostar de...*

Voice and person
- Active voice
- Passive voice (R)
- First- and third-person endings, singular and plural second person, using third-person verb ending, singular and plural, e.g. *você gosta, vocês gostam*
- Second person singular, e.g. *tu gostas*
- Omission of subject denotator, e.g. *gosta, gostas, gostam*

Infinitive forms
- Inflected or personal infinitive (R)
Past participle and gerund

- Common regular and irregular past participles and gerunds

Indicative

- Present
- Preterite
- Imperfect
- Reported speech, e.g. diz que compra / disse que comprava (R)
- Future
- Periphrastic forms with ir for future, e.g. vou comprar
- Imperfect instead of conditional, e.g. gostava, comprava

Subjunctive

- Present of common verbs, e.g. quero que tenham... (R)

Conditional

- Common use of the Conditional to introduce requests, wishes and polite interaction, e.g. gostaria

Imperative

- Command and request forms using third person present subjunctive, singular and plural, e.g. venha, sirvam-se
- Commands and requests using imperative second and third person singular, e.g. olha, olhe (R)

Numbers and quantity

- Cardinal numbers from zero to milhões, mais de and menos de, agreements where applicable
- Ordinal numbers from primeiro/a to décimo/a, ultimo, penúltimo (R), and agreements
- Proportional – duplo, dobro, meio, metade, um terço, um quarto
- Collective – par, dezena, década, dúzia, centena, milhar
- Basic measurements and distance, e.g. meio metro, dez quilómetros, a quinze quilómetros
- Position of ordinals – ordinal+noun, e.g. terceiro andar

Prepositions

- Common ones: a, até, com, contra, de, desde, em, entre, para, por, sem, sobre trás
- Contracted forms – with definite article, e.g. ao, da, no, pelo
- with indefinite article, e.g. numa
- Commonly used prepositional phrases, e.g. ao lado de, ao pé de (R)

Conjunctions

- Co-ordinating conjunctions, e.g. e, ou, mas, também, nem, portanto
- Co-ordinating conjunctions e.g. por isso, porém, contudo, não só…..mas também (R)
- Subordinating conjunctions, e.g. que, porque, se, quando, como
- Word order in subordinate clauses
**Times and dates**

- Times using 12- and 24-hour clock
- Days, months
- *Oito dias, quinze dias*
- *Primavera, verão, outono, inverno*
- *Da manhã, da tarde, da noite, ontem à noite*
- *Madrugada, anoitecer, amanhecer (R)*
- *Véspera (R)*

**Negatives**

- Simple negative using *não*
- *Nunca, nem...nem*
- Double negatives, e.g. *não... nada (R)*
- Word order in negative sentences
Portuguese (Higher tier)

All grammar and structures listed for Foundation tier, as well as the following.

Adverbs

- Adverbs
  - Manner: aliás, como
  - Intensity: demasiado, quanto, quase
  - Affirmation: decerto e realmente
  - Negation: jamais, nunca
- Adverbial phrases: de vez em quando, de tempos a tempos, em breve, ao contrário, em geral...

Comparatives and superlatives

- Superlative Absolute: Íssimo/a/os/as as in felicíssimo (R)

Connectives

- Examples: além disso, dado que, portanto, é evidente que, de modo que, logo, em conclusão, é possível, com efeito, a fim de, a menos que, após, em seguida, a meu ver, apesar de, no entanto, ou...ou

Pronouns

Personal

- Contracted forms, e.g. mo(s) (R)
- Contracted forms, e.g. no-la(s) (R)
- Position
  - Comprá-lo(s), vendê-la(s), compram-na(s)
  - Intercalated, comprá-lo-ei, vendê-la-ia (R)
- Position in a negative sentence (Não lhas comprou) or in a relative one (as flores que ela me deu)
- Indirect object pronoun instead of possessive, e.g. roubaram-lhe a carteira (R)

Demonstratives and indefinites

- Algo, certo, cada, diverso
- Qualquer, quaisquer
- Tal, tais
- Um tal (R)

Relatives

- Cujo (R)
- O/a qual, os/as quais
- Common idiomatic expressions, e.g. foi isto que, fui eu quem, foi ele quem me disse
Verbs

- Third person conjugated reflexively instead of the passive voice, e.g. *fala-se inglês, aceitam-me cheques* (R)
- Undefined subject, using third person verb ending + no subject denotator,
  
  e.g. *disseram-me*

Voice and person

- Passive voice

Infinitive forms

- Inflected or personal infinitive e.g. *Ao saíres de casa...*

Indicative

- Perfect with *ter*, e.g. *tenho estado*
- Pluperfect with *ter*, e.g. *tinha comprado*
- Pluperfect with *haver*, e.g. *havia visto* (R)
- Future in pronominal and reflexive conjugations, e.g. *lavar-se-á* (R)
- Reported speech, e.g. *diz que vai / disse que ia*

Subjunctive

- Present e.g. *espero que não chova*
- Future e.g. *quando chegarem, se puderes* (R)
- Imperfect e.g. *se pudesse* (R)
- Perfect subjunctive with *ter*, e.g. *espero que tenha chegado* (R)

Conditional

- Conditional in pronominal and reflexive conjugations, e.g. *lavar-se-ia* (R)
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation-tier assessments.

Word lists

Section 1: High-frequency language

Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Administrative regions of Portugal and Brazil with English equivalents
Areas/mountains/seas
Useful acronyms
Social conventions
Language used in dialogue and messages
**Section 2: Topic-specific language**

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the student’s home country and that of countries and communities where Portuguese is spoken.**

**Theme 1: Identity and culture**

**Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

**Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

**Cultural life:** celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**

**Holidays:** preferences, experiences and destinations

**Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

**Town, region and country:** weather; places to see; things to do

**Theme 3: School**

**What school is like:** school types; school day; subjects; rules and pressures; celebrating success

**School activities:** school trips; events and exchanges

**Theme 4: Future aspirations, study and work**

**Using languages beyond the classroom:** forming relationships; travel; employment

**Ambitions:** further study; volunteering; training

**Work:** jobs; careers and professions

**Theme 5: International and global dimension**

**Bringing the world together:** sports events; music events; campaigns and good causes

**Environmental issues:** being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to accept | aceitar

to adore | admirar

to agree | estar de acordo

to appreciate | apreciar

to argue | discutir

to arise, come about, emerge | surgir

to arrive | chegar

to ask | perguntar

to ask (for something) | pedir

to ask a question | fazer uma pergunta

to attend | frequentar

to awaken | despertar

to bathe | tomar banho

to be | ser/estar

to be born | nascer

to be ill; to hurt | estar doente/doer

to be interested in | estar interessado/a em

to be missing | faltar

to be situated | situar

to become | tornar-se

to begin | começar

to believe | acreditar

to book | reservar/marcar

to buy | comprar

to carry/to wear | levar

to chat | conversar

to check | verificar

to choose | escolher

to clean | limpar

to clear away | deitar fora

to click (ICT) | clicar

to close | fechar/encerrar

to collect | recolher

to come | vir/chegar

to complete | completar

to consider | considerar

to contact | contactar

to continue | continuar

to continue/carry on | seguir

to convince | convencer

to cook | cozinar

to cope/manage/get by | superar/gerir/arranjar-se

to copy | copiar

to cost | custar

to cross, go across | cruzar/atravessar

to cry | chorar

to decide | decidir

to demand | exigir

to depart/leave | partir
Common verbs (cont)

to describe  

descrever

to die  
morrer

to discuss  
discutir

to do  
fazer/realizar
to drink  
desenhador

to drive  
beber

to earn  
conduzir

to eat  
ganhar

to end  
comer

to enjoy  
terminar

to enjoy oneself  
desfrutar

to enter/go in  
divertir-se

to exist  
entrar

to explain  
existir

to fail (exam)  
explicar

to fall  
chumbar

to fall asleep  
cair

to feed, nourish  
adormecer

to feel  
alimentar

to fight  
sentar

to fall asleep  
brigar

to fill/fill in  
encher

to find  
encontrar

to find out  
descobrir

to finish  
acabar/terminar

to fly  
voar

to follow  
seguir

to forget  
esquecer

to forgive  
perdoar

to get  
obter/buscar

to get angry  
zangar-se

to get dressed  
vastir-se

to get into (bus, train)/  
apanhar o/entrar no (EP autocarro/BP ônibus, EP comboio/BP trem)/entrar no carro

to get into a car  
to get out of (bus, car, train)  
despir-se

to get undressed  
levantar-se

to get up  
dar

to give  
oferecer (uma prenda/um presente)
to give back  
devolver

to go  
ir

to go (in a car)  
ir (de carro)
to go down  
descer/baixar
to go for a walk  
dar uma volta a pé

to go out  
sair

to go to bed  
ir para a cama

to go up  
subir
to grow  
crescer/cultivar
to happen  
onterceptar
to harm/damage  
danificar, prejudicar

to hate  
odiar
to have/to be  
ter/haver
Common verbs (cont)

- to have breakfast: tomar o EP pequeno-almoço/BP café da manhã
- to have lunch: almoçar
- to have dinner/supper: jantar/cear
- to help: ajudar
- to hire: alugar
- to hit: bater
- to hold: segurar
- to hope: esperar
- to hurry: apressar-se
- to illuminate: iluminar
- to imagine: imaginar
- to improve: melhorar
- to inform: informar
- to intend: ter a intenção
- to interest: interessar
- to introduce (a person): apresentar (uma pessoa)
- to invite: convidar
- to iron: passar a ferro
- to jump: saltar
- to justify: justificar
- to keep fit: manter-se em forma
- to knock: bater
- to knock over: atropelar
- to know: saber
- to know how to: saber como
- to land: EP aterrar/BP aterrisar ou pousar
- to last: durar
- to laugh: rir
- to leave (behind): EP deixar/BP deixar para trás
- to leave; to depart: partir
- to lie: mentir
- to lie down: deitar-se
- to light, turn/switch on: acender/ligar
- to like: gostar
- to listen: ouvir
- to live: viver
- to live (reside): morar
- to look after/mind (child, dog): tomar conta de (criança, cão)
- to look for: procurar
- to lose: perder
- to love: amar
- to manage (business): EP gerir/BP gerenciar (um negócio)
- to manage, to cope: lidar, enfrentar
- to mean to (do): ter a intenção de
- to mean/to signify: significar
- to meet/to know someone: conhecer
- to miss (appointment, etc.): perder (marcação/consulta)
- to miss (bus, train, etc.): perder o (EP autocarro/BP ônibus, EP comboio/BP trem, etc.)
- to motivate: motivar
- to need: precisar
Common verbs (cont)
to note down to tomar nota
to notice to notar
to offer to oferecer
to open to abrir
to organise to organizar
to owe to dever
to park to estacionar
to pay to pagar
to perform to atuar
to (tele)phone to telefonar
to play to brincar/jogar
to pop in/go in to entrar
to possess to possuir
to prefer to preferir
to prepare to preparar
to present to apresentar
to prevent to prevenir
to produce to produzir
to put to meter, colocar, pôr
to put back to devolver
to read to ler
to receive to receber, acolher
to recognise to reconhecer
to recommend to recomendar
to refund to restituir/BP devolver
to regret, be sorry to ter pena de
to remain to permanecer
to remember to recordar/lembrar-se de
to repair to reparar
to repeat to repetir
to replace to substituir
to reply to responder
to research to pesquisar
to reserve to reservar
to rest to descansar, relaxar
to return to devolver, voltar
to return; to go back to regressar
to ride a horse to montar a cavalo
to ring (a bell) to tocar (à campainha)
to run to correr
to save to poupar, EP guardar/BP salvar
to say to dizer
to see to ver
to seem to parecer
to sell to vender
to send to enviar
to serve to servir
to share to partilhar
to show to mostrar
to sign to assinar
to sing to cantar
to sit to sentar
Common verbs (cont)

- to sit down
- to skate
- to sleep
- to smile
- to smoke
- to solve (a problem)
- to speak
- to spend (money)
- to spend (time)
- to stand
- to stand up
- to stay
- to steal
- to stop
- to stroll, go for a walk
- to study (a subject)
- to study (be a student)
- to sunbathe
- to support
- to swim
- to switch off
- to take
- to take off (clothes, etc.)
- to take off (plane)
- to take one’s coat off
- to taste
- to tell/recount
- to tell/to say
- to thank
- to think (about)
- to throw
- to touch
- to travel
- to try
- to understand
- to use
- to vacuum
- to visit (person, place)
- to wait for
- to wake up
- to walk
- to want
- to warn
- to wash
- to wash (oneself)
- to wash, launder
- to watch
- to wear
- to weigh (have weight)
- to weigh (sth.)
- to win

- sentar-se
- patinar
- esquiar
- dormir
- sorrir
- fumar
- resolver (um problema)
- falar
- gastar (dinheiro)
- passar (tempo)
- enfrentar-se
- ficar
- roubar
- parar
- passear
- estudar (uma disciplina)
- estudar
- tomar banho de sol
- apoiar
- nadir
- desligar
- levar
- despir-se
- EP descolar/BP decolar or levantar voo
- tirar o casaco
- provar
- contar/narrar
- dizer
- agradecer
- pensar (sobre), achar
- atirar
- tocar
- viajar
- tentar
- compreender
- usar
- aspirar
- visitar (uma pessoa, um lugar)
- esperar por
- acordar
- andar
- querer
- avisar
- lavar
- lavar-se
- lavar a roupa
- ver
- usar
- pesar
- ganhar
**Common verbs (cont)**

- to wish: desejar
- to work: trabalhar
- to write: escrever

**Common adjectives**

- active: ativo/a
- alike; the same: igual
- amazing: espantoso/a, maravilhoso/a
- any sort of: qualquer estilo de
- bad: mau/má
- because: porque/pois
- better/best: melhor
- big, large: grande
- boring: aborrecido/a
- brave/adventurous: corajoso
- calm/peaceful: calmo/tranquilo
- cheap: barato/a
- clean: limpo/a
- complex, complicated: complicado/a
- constant: constante
- cosy: aconchegante
- dangerous: perigoso/a
- different: diferente
- dirty: sujo/a
- easy: fácil
- enjoy: desfrutar
- every: cada
- excellent: excelente
- exciting, entertaining: emocionante
- expensive: caro/a
- fair: justo/a
- famous: famoso/a
- fashionable: elegante
- fast: rápido/a
- fat: gordo/a
- favourite: favorito/a
- foreign: estrangeiro/a
- former: anterior
- free (at no cost): grátis
- free (unoccupied, available): livre
- friendly: simpático/a
- frightening: assustador/a
- full: cheio/a
- fun; amusing: divertido/a
- funny (comical): cómico/a
- generous: generoso/a
- genuine: genuíno/a
- good: bom/boa
- good (well behaved): bem comportado/a
- grateful: grato/a
- great: ótimo/a
- happy, fortunate, jolly: feliz
- hard (not soft): duro/a
Common adjectives (cont)

hard, difficult
difícil
hardworking
trabalhador/a
harmful
prejudicial
healthy (food/way of life)
saudável
heavy
pesado/a
high; tall (building)
alto/a
honest
honesto/a
hot (of liquid)
quente
huge
enorme
ideal
de doente (crónico)
important
importante
in a good mood
de bom humor
independent
independente
intelligent; clever
inteligente
interesting
interessante
kind
gentil, carinhoso/a
last
último/a
lazy
preguiçoso/a
light
leve, ligeiro/a
long
longo/a
lost
perdido/a
loud
barulhento/a
magnificent
magnífico/a
main
principal
marvellous
maravilhoso/a
modern
moderno/a
narrow
estreito/a
naughty
malcriado/a
necessary, needed
necessário/a
negative
negativo/a
new
novo/a
next
próximo/a
nice; likeable
agradável
noisy
ruidoso/a
normal
normal
old
velho/a
old (former)
antigo/a
old fashioned
fora de moda
open
aberto/a
optimistic
otimista
original
original
other
outro/a
patient (im-)
(im)paciente
peaceful
pacífico/a
pessimistic
pessimista
pleasant, nice
agradável
pleased
satisfeito/a
polite
polido/a, educado/a
poor
pobre
popular
popular
positive
positivo/a
Common adjectives (cont)

practical  prático/a
pretty  bonito/a
quiet  quieto/a
ready  pronto/a
real  real
reasonable  razoável
recent  recente
reliable  confiável
responsible  responsável
rich  rico/a
sad  triste
safe  seguro/a
same  mesmo/a
selfish  egoísta
sensational  sensacional
serious  sério/a
several  vários/as
shallow  superficial
short  curto/a
short (person)  baixo/a
silent  silencioso/a
silly  EP tolo/a BP bobo/a
situated  situado/a
slender  esbelto/a
slow  lento/a
small  pequeno/a
soft  macio/a
splendid  esplêndido/a
strange  estranho/a
strict  rigoroso/a, rígido/a
strong  forte
suitable  adequado/a
surprised  surpreendido/a
talkative  falador
terrible  terrível
thin, slim  magro/a
tired  cansado/a
typical  típico/a
ugly  feio/a
unfair  injusto/a
unhappy  infeliz
unhealthy  não saudável
unique  único/a
unpleasant  desagradável
useful  útil
useless  inútil
valuable  com valor
varied  variado/a
weak  fraco/a
well known  famoso/a
wet  molhado/a
wise  esperto/a
wonderful  maravilhoso/a
**Common adjectives (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>worse/worst</td>
<td>pior</td>
</tr>
<tr>
<td>young</td>
<td>jovem, novo/a</td>
</tr>
<tr>
<td>younger</td>
<td>mais jovem</td>
</tr>
</tbody>
</table>

**Common adverbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>(for) a long time</td>
<td>(por) muito tempo</td>
</tr>
<tr>
<td>again</td>
<td>de novo</td>
</tr>
<tr>
<td>almost</td>
<td>quase</td>
</tr>
<tr>
<td>already</td>
<td>já</td>
</tr>
<tr>
<td>also</td>
<td>também</td>
</tr>
<tr>
<td>always</td>
<td>sempre</td>
</tr>
<tr>
<td>approximately</td>
<td>aproximadamente</td>
</tr>
<tr>
<td>badly</td>
<td>mal</td>
</tr>
<tr>
<td>better</td>
<td>melhor</td>
</tr>
<tr>
<td>cheap</td>
<td>barato</td>
</tr>
<tr>
<td>completely</td>
<td>completamente</td>
</tr>
<tr>
<td>down (there)</td>
<td>(lá) em baixo</td>
</tr>
<tr>
<td>earlier</td>
<td>mais cedo</td>
</tr>
<tr>
<td>early</td>
<td>cedo</td>
</tr>
<tr>
<td>especially</td>
<td>especialmente</td>
</tr>
<tr>
<td>everywhere</td>
<td>em todo o lado</td>
</tr>
<tr>
<td>fairly; quite</td>
<td>razoavelmente</td>
</tr>
<tr>
<td>fortunately (un-)</td>
<td>(in)felizmente</td>
</tr>
<tr>
<td>free</td>
<td>gratuitamente</td>
</tr>
<tr>
<td>hardly</td>
<td>dificilmente</td>
</tr>
<tr>
<td>here</td>
<td>aqui</td>
</tr>
<tr>
<td>inexpensive</td>
<td>pouco caro</td>
</tr>
<tr>
<td>later</td>
<td>mais tarde</td>
</tr>
<tr>
<td>loud(ly)</td>
<td>ruidosamente</td>
</tr>
<tr>
<td>never</td>
<td>nunca/ja jamais</td>
</tr>
<tr>
<td>no longer</td>
<td>já não</td>
</tr>
<tr>
<td>not yet</td>
<td>ainda não</td>
</tr>
<tr>
<td>nowhere</td>
<td>em nenhum lado</td>
</tr>
<tr>
<td>often</td>
<td>frequentemente</td>
</tr>
<tr>
<td>only</td>
<td>apenas/só/somente</td>
</tr>
<tr>
<td>over there</td>
<td>acolá</td>
</tr>
<tr>
<td>perhaps</td>
<td>talvez</td>
</tr>
<tr>
<td>possibly</td>
<td>possivelmente</td>
</tr>
<tr>
<td>quickly</td>
<td>rapidamente</td>
</tr>
<tr>
<td>rarely</td>
<td>raramente</td>
</tr>
<tr>
<td>rather</td>
<td>um pouco</td>
</tr>
<tr>
<td>recently</td>
<td>recentemente</td>
</tr>
<tr>
<td>regularly</td>
<td>regularmente</td>
</tr>
<tr>
<td>similarly</td>
<td>de maneira semelhante</td>
</tr>
<tr>
<td>simply</td>
<td>simplesmente</td>
</tr>
<tr>
<td>slowly</td>
<td>EP devagar/BP lentamente</td>
</tr>
<tr>
<td>so</td>
<td>tão</td>
</tr>
<tr>
<td>sometimes</td>
<td>às vezes</td>
</tr>
<tr>
<td>somewhere</td>
<td>em qualquer parte</td>
</tr>
<tr>
<td>soon</td>
<td>cedo</td>
</tr>
<tr>
<td>special</td>
<td>especial</td>
</tr>
<tr>
<td>still</td>
<td>ainda</td>
</tr>
</tbody>
</table>
### Common adverbs (cont)

- straight away
- there
- to here
- to there
- together
- too (much)
- up (there)
- usually
- very
- well
- worse

### Prepositions

- about
- after
- among
- around
- at
- at (someone’s house)
- at the back
- because of
- before
- behind
- besides
- between
- far from
- from
- from (a given time)
- in
- in front of
- in the background
- in the foreground
- in the middle (of)
- near (to)
- next to
- on
- onto
- opposite
- outside
- through
- to
- towards
- under
- until
- with

- já
- lá
- para cá
- para lá
- juntos
- demasiado
- (lá) em cima
- geralmente
- muito
- bem
- pior

- cerca de
- após
- no meio de
- à volta de
- às
- em casa de
- atrás de
- devido a
- antes
- detrás
- além de
- entre
- longe de
- de
- a partir de
- em
- em frente a
- ao fundo
- à frente
- no meio de
- próximo de/perto de
- ao lado de
- em cima de
- sobre
- oposto
- fora de
- através
- para
- em direção a
- debaixo
- até
- com
**Colours**

black  
blue (dark)  
brown  
brown (eyes)  
chestnut brown  
dark  
green  
grey  
grey (hair)  
light  
light blue  
orange  
pink  
purple  
red  
red (of hair)  
white  
yellow

<table>
<thead>
<tr>
<th>Colour</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>preto</td>
</tr>
<tr>
<td>blue (dark)</td>
<td>azul (escuro)</td>
</tr>
<tr>
<td>brown</td>
<td>EP castanho/BP marron</td>
</tr>
<tr>
<td>brown (eyes)</td>
<td>(olhos) EP castanhos/BP marrons</td>
</tr>
<tr>
<td>chestnut brown</td>
<td>castanho avelã</td>
</tr>
<tr>
<td>dark</td>
<td>escuro</td>
</tr>
<tr>
<td>green</td>
<td>verde</td>
</tr>
<tr>
<td>grey</td>
<td>cinzento</td>
</tr>
<tr>
<td>grey (hair)</td>
<td>grisalho</td>
</tr>
<tr>
<td>light</td>
<td>claro</td>
</tr>
<tr>
<td>light blue</td>
<td>azul claro</td>
</tr>
<tr>
<td>orange</td>
<td>laranja</td>
</tr>
<tr>
<td>pink</td>
<td>rosa</td>
</tr>
<tr>
<td>purple</td>
<td>violeta</td>
</tr>
<tr>
<td>red</td>
<td>vermelho/encarnado</td>
</tr>
<tr>
<td>red (of hair)</td>
<td>ruivo/a</td>
</tr>
<tr>
<td>white</td>
<td>branco</td>
</tr>
<tr>
<td>yellow</td>
<td>amarelo</td>
</tr>
</tbody>
</table>

**Numbers**

<table>
<thead>
<tr>
<th>Number</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>um</td>
</tr>
<tr>
<td>2</td>
<td>dois</td>
</tr>
<tr>
<td>3</td>
<td>três</td>
</tr>
<tr>
<td>4</td>
<td>quarto</td>
</tr>
<tr>
<td>5</td>
<td>cinco</td>
</tr>
<tr>
<td>6</td>
<td>seis/BP meia – for telephone numbers</td>
</tr>
<tr>
<td>7</td>
<td>sete</td>
</tr>
<tr>
<td>8</td>
<td>oito</td>
</tr>
<tr>
<td>9</td>
<td>nove</td>
</tr>
<tr>
<td>10</td>
<td>dez</td>
</tr>
<tr>
<td>11</td>
<td>onze</td>
</tr>
<tr>
<td>12</td>
<td>doze</td>
</tr>
<tr>
<td>13</td>
<td>treze</td>
</tr>
<tr>
<td>14</td>
<td>catorze</td>
</tr>
<tr>
<td>15</td>
<td>quinze</td>
</tr>
<tr>
<td>16</td>
<td>dezasseis</td>
</tr>
<tr>
<td>17</td>
<td>dezassete</td>
</tr>
<tr>
<td>18</td>
<td>dezoito</td>
</tr>
<tr>
<td>19</td>
<td>dezanove</td>
</tr>
<tr>
<td>20</td>
<td>vinte</td>
</tr>
<tr>
<td>21</td>
<td>vinte e um</td>
</tr>
<tr>
<td>22</td>
<td>vinte e dois</td>
</tr>
<tr>
<td>23</td>
<td>vinte e três</td>
</tr>
<tr>
<td>24</td>
<td>vinte e quatro</td>
</tr>
<tr>
<td>25</td>
<td>vinte e cinco</td>
</tr>
<tr>
<td>26</td>
<td>vinte e seis</td>
</tr>
<tr>
<td>27</td>
<td>vinte e sete</td>
</tr>
<tr>
<td>28</td>
<td>vinte e oito</td>
</tr>
<tr>
<td>29</td>
<td>vinte e nove</td>
</tr>
<tr>
<td>30</td>
<td>trinta</td>
</tr>
<tr>
<td>31</td>
<td>trinta e um</td>
</tr>
<tr>
<td>32, etc.</td>
<td>trinta e dois, etc.</td>
</tr>
<tr>
<td>40</td>
<td>quarenta</td>
</tr>
<tr>
<td>50</td>
<td>cinquenta</td>
</tr>
</tbody>
</table>
### Numbers (cont)

<table>
<thead>
<tr>
<th>Number</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>sessenta</td>
</tr>
<tr>
<td>70</td>
<td>setenta</td>
</tr>
<tr>
<td>80</td>
<td>oitenta</td>
</tr>
<tr>
<td>90</td>
<td>noventa</td>
</tr>
<tr>
<td>100</td>
<td>cem</td>
</tr>
<tr>
<td>101</td>
<td>cento e um</td>
</tr>
<tr>
<td>120</td>
<td>cento e vinte</td>
</tr>
<tr>
<td>200</td>
<td>duzentos</td>
</tr>
<tr>
<td>1000</td>
<td>mil</td>
</tr>
<tr>
<td>1100</td>
<td>mil e cem</td>
</tr>
<tr>
<td>2000</td>
<td>dois mil</td>
</tr>
<tr>
<td>1.000.000</td>
<td>1 milhão</td>
</tr>
<tr>
<td>2.000.000</td>
<td>2 milhões</td>
</tr>
</tbody>
</table>

### Ordinal numbers

<table>
<thead>
<tr>
<th>Ordinal Number</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>primeiro</td>
</tr>
<tr>
<td>second</td>
<td>segundo</td>
</tr>
<tr>
<td>third</td>
<td>terceiro</td>
</tr>
<tr>
<td>fourth</td>
<td>quarto</td>
</tr>
<tr>
<td>fifth</td>
<td>quinto</td>
</tr>
<tr>
<td>sixth</td>
<td>sexto</td>
</tr>
<tr>
<td>seventh</td>
<td>sétimo</td>
</tr>
<tr>
<td>eighth</td>
<td>oitavo</td>
</tr>
<tr>
<td>ninth</td>
<td>nono</td>
</tr>
<tr>
<td>tenth</td>
<td>décimo</td>
</tr>
<tr>
<td>eleventh</td>
<td>décimo primeiro</td>
</tr>
<tr>
<td>twelfth</td>
<td>décimo segundo</td>
</tr>
<tr>
<td>twenty first</td>
<td>vigésimo primeiro</td>
</tr>
</tbody>
</table>

### Quantities and measures

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bottle</td>
<td>uma garrafa</td>
</tr>
<tr>
<td>a box</td>
<td>uma caixa</td>
</tr>
<tr>
<td>a jar</td>
<td>um frasco</td>
</tr>
<tr>
<td>a kilo</td>
<td>um quilo</td>
</tr>
<tr>
<td>a litre</td>
<td>um litro</td>
</tr>
<tr>
<td>a little</td>
<td>um pouco</td>
</tr>
<tr>
<td>a lot</td>
<td>muita quantidade de</td>
</tr>
<tr>
<td>a packet</td>
<td>um pacote</td>
</tr>
<tr>
<td>a piece</td>
<td>um bocado</td>
</tr>
<tr>
<td>a slice</td>
<td>uma fatia</td>
</tr>
<tr>
<td>about a hundred</td>
<td>cerca de cento</td>
</tr>
<tr>
<td>centimetre</td>
<td>centímetro</td>
</tr>
<tr>
<td>enough</td>
<td>suficiente</td>
</tr>
<tr>
<td>gramme</td>
<td>uma grama</td>
</tr>
<tr>
<td>half</td>
<td>meio</td>
</tr>
<tr>
<td>kilometre</td>
<td>quilómetro</td>
</tr>
<tr>
<td>less</td>
<td>menos</td>
</tr>
<tr>
<td>majority</td>
<td>maioria</td>
</tr>
<tr>
<td>many</td>
<td>muito</td>
</tr>
<tr>
<td>metre</td>
<td>metro</td>
</tr>
<tr>
<td>more</td>
<td>mais</td>
</tr>
<tr>
<td>not much/not many</td>
<td>não muito</td>
</tr>
<tr>
<td>percent(age)</td>
<td>por cento (percentagem)</td>
</tr>
<tr>
<td>quantity</td>
<td>quantidade</td>
</tr>
</tbody>
</table>
Quantities and measures (cont)

quarter
several
some
third
too
weight

um quarto
alguns/algumas
um pouco de
um terço
demasiado
peso

Some useful connecting words

also
although
and
as, since (time), since (cause)
because
because of
but
even
finally
first of all
however
if
in order that
it is obvious
moreover
neither... nor...
or
perhaps
so
then
then, next
therefore
this is, here is
thus, like this, in that way, therefore
whether
while
também
apesar de
e
como, desde. uma vez que
porque
devido a
mas
mesmo
finalmente
em primeiro lugar
no entanto
se
para que
é óbvio
além disso
não... nem...
ou
talvez
por isso
então
em seguida
consequentemente
isto é
assim
quer
enquanto

Time expressions

after
going
already
always
as soon as
at night
at the same time
at the start
before
day
day (24 hours)
day off
daytime
delayed
during
eyearly
evening
every day
depois
há
já
sempre
assim que
à noite
ao mesmo tempo
no princípio
antes
dia
dia (24 horas)
dia de folga
diurno/a
atrasado
durante
cedo
noite
todos os dias/diário/quotidiano
Time expressions (cont)

fortnight  quinzena
from  desde
from time to time  de vez em quando
hour  hora
immediately  imediatamente
in the afternoon  à tarde
in the evening  à noite
in the morning  de manhã
in the night  durante a noite
last night (during the night)  na noite passada (durante a noite)
last night (yesterday evening)  na noite passada (ontem à noite)
late  tarde
later  mais tarde
midday  meio dia
midnight  meia noite
minute  minuto
morning  manhã
night  noite
night-time  noturno/a
now  agora
on time  a tempo
once  uma vez
one day  um dia
since  desde
soon  cedo
the day after tomorrow  o dia depois de amanhã
the day before yesterday  anteontem
the day/evening before  ontem/ontem à noite/véspera
the next day; following day  o dia seguinte
time  tempo
today  hoje
tomorrow  amanhã
twice  duas vezes
week  semana
weekend  fim de semana
what is the time?  que horas são?
year/s  ano(s)
yesterday  ontem
### Times of day

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a.m.</td>
<td>uma da manhã</td>
</tr>
<tr>
<td>1 p.m.</td>
<td>uma da tarde</td>
</tr>
<tr>
<td>nine o’clock in the evening</td>
<td>nove da noite</td>
</tr>
<tr>
<td>13.00</td>
<td>13.00</td>
</tr>
<tr>
<td>at exactly 2 o’clock</td>
<td>às duas em ponto</td>
</tr>
<tr>
<td>at about... o’clock</td>
<td>por volta das... em ponto</td>
</tr>
<tr>
<td>it is five past three</td>
<td>são três e cinco</td>
</tr>
<tr>
<td>five to three</td>
<td>três menos cinco</td>
</tr>
<tr>
<td>half past nine</td>
<td>nove e meia</td>
</tr>
<tr>
<td>ten past four</td>
<td>quatro e dez</td>
</tr>
<tr>
<td>ten to four</td>
<td>quatro menos dez</td>
</tr>
<tr>
<td>quarter to six</td>
<td>seis menos um quarto</td>
</tr>
<tr>
<td>quarter past seven</td>
<td>sete e um quarto</td>
</tr>
</tbody>
</table>

### Days of the week

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>segunda feira</td>
</tr>
<tr>
<td>Tuesday</td>
<td>terça feira</td>
</tr>
<tr>
<td>Wednesday</td>
<td>quarta feira</td>
</tr>
<tr>
<td>Thursday</td>
<td>quinta feira</td>
</tr>
<tr>
<td>Friday</td>
<td>sexta feira</td>
</tr>
<tr>
<td>Saturday</td>
<td>sábado</td>
</tr>
<tr>
<td>Sunday</td>
<td>domingo</td>
</tr>
<tr>
<td>(on) Monday</td>
<td>(na) segunda</td>
</tr>
<tr>
<td>(on) Monday morning</td>
<td>(na) segunda de manhã</td>
</tr>
<tr>
<td>(on) Monday evening</td>
<td>(na) segunda à noite</td>
</tr>
<tr>
<td>on Mondays</td>
<td>às segundas</td>
</tr>
<tr>
<td>every Monday</td>
<td>todas as segundas</td>
</tr>
</tbody>
</table>

### Months and seasons of the year

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>month</td>
<td>mês</td>
</tr>
<tr>
<td>January</td>
<td>janeiro</td>
</tr>
<tr>
<td>February</td>
<td>fevereiro</td>
</tr>
<tr>
<td>March</td>
<td>março</td>
</tr>
<tr>
<td>April</td>
<td>abril</td>
</tr>
<tr>
<td>May</td>
<td>maio</td>
</tr>
<tr>
<td>June</td>
<td>junho</td>
</tr>
<tr>
<td>July</td>
<td>julho</td>
</tr>
<tr>
<td>August</td>
<td>agosto</td>
</tr>
<tr>
<td>September</td>
<td>setembro</td>
</tr>
<tr>
<td>October</td>
<td>outubro</td>
</tr>
<tr>
<td>November</td>
<td>novembro</td>
</tr>
<tr>
<td>December</td>
<td>dezembro</td>
</tr>
<tr>
<td>season</td>
<td>estação do ano</td>
</tr>
<tr>
<td>autumn (in)</td>
<td>(no) outono</td>
</tr>
<tr>
<td>spring (in)</td>
<td>(na) primavera</td>
</tr>
<tr>
<td>summer (in)</td>
<td>(no) verão</td>
</tr>
<tr>
<td>winter (in)</td>
<td>(no) inverno</td>
</tr>
</tbody>
</table>
Question words
(at) what time?
from where?
how much, how many?
how?
to there?
to where?
what colour?
what which?
what?
when?
where?
who?
why?

Other useful expressions
all the better
as so much
false (this is)
finally, ultimately
good luck
great!
here is/are
how do I get (to)?
how do you spell that?
I don't know
I don't mind
I don't understand
I like it
I'm fine; it's OK
I've had enough
in my opinion
in my view
it annoys me
it depends
it doesn't matter
it makes me laugh
it's all the same to me

of course
okay (in agreement)
on the other hand
once again
one of the following
personally
so much the better
so, so
that doesn't interest me
that's enough
there is/are
too bad, what a shame
true (this is)
well done!
what does that mean?
Other useful expressions (cont)
what is it like?  
com é que isso é?
with pleasure  
com prazer
you are not allowed to  
não pode
you can (one can)  
podes (pode)
you must (one must)  
deves (deve)

Other high-frequency words
action/deed  
ação
advice  
conselho
anything  
algo/alguma coisa
as/like  
como
can/could  
poder/ser capaz de
community  
comunidade
description  
descrição
duration  
duração
end  
fim
everybody  
toda a gente
everything  
tudo
except  
exceto
figure (number)  
algarismo
for example  
por exemplo
frequency  
frequência
information  
informações
lusophone (Portuguese-speaking)  
lusófono/a
Miss  
menina
Mr (also Sir)  
senhor
Mrs (also Madam)  
senhora
national anthem  
hino nacional
number  
número
number (e.g. phone number)  
número (de telefone)
opinion  
opinião
own, -self  
próprio
patriotic  
patriota
preference  
preferência
previously  
previamente
reason  
razão
relatives  
familiares, parentes
someone  
algum
something  
alguma coisa
suggestion  
sugestão
task  
tarefa
that  
que
thing  
coisa
time (occasion)  
vez (ocasião)
type (kind of)  
tipo
way  
maneira/forma
with  
com
without  
sem
word  
palavra
### Countries

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<td>USA</td>
<td>EUA</td>
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<td>Wales</td>
<td>País de Gales</td>
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### Continents
- Africa
- Asia
- Australia
- Europe
- North America
- South America

### Nationalities
- American: americano/americana
- Angolan: angolano/angolana
- Austrian: austriaco/austríaca
- Belorussian: bielorruso/bielorussa
- Belgian: belga
- Bissau-Guinean: guineense
- Brazilian: brasileiro/a
- British: britânico/britânica
- Canadian: canadiano/canadiana
- Cape Verdean: cabo-verdiano/a
- Chinese: chinês/chinesa
- Danish: dinamarquês/dinamarquesa
- Dutch: holandês/holandesa
- English: inglês/inglesa
- Estonian: estoniano/a
- European: europeu/europeia
- French: francês/francesa
- German: alemão/alemã
- Greek: grego/grega
- Indian: indiano/a
- Inhabitant of Macau: macaense
- Inhabitant of São Tomé: são-tomense
- Inhabitant of Timor: timorense
- Irish: irlandês/irlandesa
- Italian: italiano/italiana
- Latvian: letão/letā
- Lithuanian: lituano/lituaná
- Mozambican: moçambicano/moçambicana
- Pole (Polish): polaco/polaca
- Portuguese: português/portuguesa
- Russian: russo/russa
- Scottish: escocês/escocesa
- Spanish: espanhol/espanhola
- Swiss: suíço/suíça
- Turkish: turco/turca
- Ukranian: ucraniano/ucraniana
- Welsh: galês/galesa
Areas/mountains/seas/places

administrative area of Brazil
African steppe
Amazon rainforest
Amazon river
Atlantic Ocean
back country
East
Estrela mountain
North
Pacific Ocean
Polar circle
region
Siberia
south
the Arctic
the Channel Tunnel
Christ the Redeemer statue
Commerce Square
Monastery of Jerónimos
National Congress (Brasília)
National Pantheon
Sanctuary of Bom Jesus of Braga
The Castle of Guimaraes
the English Channel
the Far East
the Ipiranga Monument
The Mediterranean Sea
The Pena Palace
The Ruins of San Miguel Archángel
The São Bento Palace
The Seteais Palace
Tropical Wetland of Pantanal
west

Useful abbreviations and acronyms

European Union
homeless
high-speed train
please
Portuguese national railway company
school leaving exam
suburban electric train
tram
United Nations (UN)

Republica Federal do Brasil
savana africana
floresta amazônica
rio Amazonas
oceano Atlântico
serte/o interior
leste
serra da Estrela
norte
oceano Pacifico
círculo polar
região
Sibéria
sul
o Ártico
o túnel da mancha
Cristo Redentor (in Brasil), Cristo Rei (in Portugal)
Terreiro do Paço/Praça do Comércio
Mosteiro dos Jerónimos
Congresso Nacional (Brasília)
Panteão Nacional
Santuário do Bom de Jesus de Braga
castelo de Guimarães
o canal da Mancha
o extremo oriente
Monumento do Ipiranga
mar Mediterrâneo
Palácio da Pena
Sítio Arqueológico de São Miguel Arcanjo
Palácio de São Bento
Palácio de Seteais
Pantanal
oeste

União Europea
sem abrigo
EP comboio/BP trem de alta velocidade
por favor
CP (comboios de Portugal)
EP exame nacional do ensino secundário/BP vestibular
EP comboio/BP trem urbano
eléctrico
Organização das Nações Unidas (ONU)
Social conventions

best wishes
(I’m) sorry (informal/formal)
bye!
could you say that again, please?
don’t mention it
good afternoon
good evening
good morning
goodbye
goodnight
have a good journey
hello
hello (on the telephone)
help!
hi!
how are you?
it is time to
I beg your pardon? pardon?
it’s a pleasure
meet you at 6 o’clock
meeting; meeting place
nightmare!
o no thank you
of course
please
see you later
see you soon
see you tomorrow/on Friday
sorry
thank you (very much)
that doesn’t matter/that’s ok
what is (your) name?
melhores cumprimentos
desculpa/desculpe (informal/formal)
tchau/adeus!
EP podes/BP pode repetir, por favor?
não tem de quê
boa tarde
boa noite
bom dia
adeus
boa noite
tenha uma boa viagem
olá
olá
socorro
oil/olá!
como estás?
é tempo de
como? desculpe?
com muito prazer
encontro-te às 6 em ponto
reunião; local da reunião
pesadelo!
não, obrigado/obrigada
claro
por favor
até logo!
até breve
até amanhã/até sexta
desculpa
(muito) obrigado/obrigada
não faz mal/tudo bem
como te chamas/como se chama?
(informal/formal)
Language used in dialogues and messages

address

call me (informal/formal)

dial the number

e-mail

I’ll be right back

I’m listening

message

mobile phone

moment

on line

on the line/speaking

please repeat that

postcode

receiver (telephone)

sender

stay on the line

telephone

text message

tone

voice mail

wait

wrong number

morada
telefona-me/telefone-me (informal/formal)

marcar o número
e-mail

volto já

estou a ouvir

mensagem

telemóvel

momento

on-line

em linha/falando

por favor, repita
código postal

recetor

remetente

fique em linha

telephone

sms/mensagem

tom

mensagem de voz

espere

erro no número
Section 2 – Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

allergy  alergia
appetite  apetite
apple  maçã
banana  banana
beans  feijão
beef  bife
beer  cerveja
beetroot  beterraba
bill  conta
biscuit  biscoito
bottle  garrafa
bread  pão
breakfast  EP pequeno-almoço/BP café da manhã
butter  manteiga
cabbage  couve
cabbage soup  caldo verde
café  café
cake  bolo
carrot  cenoura
cheese  queijo
chicken  frango
chips  batatas fritas
chocolate  chocolate
closed (on Mondays)  fechado (às segundas)
cocoa  cacao/cacau
coffee  café
crisps  batatas fritas (de pacote)
cucumber  pepino
cup  chávena
custom  costume
customer  cliente
daily  diário
delicious  delicioso
dessert  sobremesa
dining room  sala de jantar
dish  prato
drink  bebida
egg  ovo
enjoy your meal!  bom apetite!
euro  euro
evening meal, dinner  jantar
everyday  diário
fast food  comida rápida
fish  peixe
fizzy water  água com gás
fresh  fresco
<table>
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<th>Portuguese</th>
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<td>food</td>
<td>comida</td>
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<tr>
<td>fork</td>
<td>garfo</td>
</tr>
<tr>
<td>fruit</td>
<td>fruta</td>
</tr>
<tr>
<td>fruit juice</td>
<td>sumo de fruta</td>
</tr>
<tr>
<td>glass</td>
<td>copo</td>
</tr>
<tr>
<td>grapes</td>
<td>uvas</td>
</tr>
<tr>
<td>ham</td>
<td>fiambre</td>
</tr>
<tr>
<td>hamburger</td>
<td>hamburguer</td>
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<tr>
<td>hot chocolate</td>
<td>chocolate quente</td>
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<tr>
<td>ice cream</td>
<td>gelado (EP), sorvete (BP)</td>
</tr>
<tr>
<td>jam</td>
<td>compota</td>
</tr>
<tr>
<td>juice</td>
<td>EP sumo, BP suco</td>
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<td>knife</td>
<td>faca</td>
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<td>lemon</td>
<td>limão</td>
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<tr>
<td>lemonade</td>
<td>limonada</td>
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<td>lettuce, salad</td>
<td>alface, salada</td>
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<td>life</td>
<td>vida</td>
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<td>lunch</td>
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<td>carne</td>
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<td>menu</td>
<td>menú</td>
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<td>mineral water</td>
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<td>money</td>
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<td>ananás</td>
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<td>rice</td>
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<td>arroz doce</td>
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<td>salami, cooked sausage</td>
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<td>salt</td>
<td>sal</td>
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### Foundation tier (cont)

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<tr>
<td>service</td>
<td>serviço</td>
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<tr>
<td>snack</td>
<td>petisco, merenda</td>
</tr>
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<td>snack bar</td>
<td>snack bar</td>
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<tr>
<td>soup</td>
<td>sopa</td>
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<td>speciality</td>
<td>especialidade</td>
</tr>
<tr>
<td>spoon</td>
<td>colher</td>
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<td>starters</td>
<td>entradas</td>
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<tr>
<td>steak</td>
<td>bife</td>
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<td>still water</td>
<td>água natural</td>
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<tr>
<td>strawberry</td>
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<tr>
<td>sugar</td>
<td>açúcar</td>
</tr>
<tr>
<td>supermarket</td>
<td>supermercado</td>
</tr>
<tr>
<td>supper</td>
<td>ceia</td>
</tr>
<tr>
<td>sweet</td>
<td>doce</td>
</tr>
<tr>
<td>sweet (tasting)</td>
<td>doce</td>
</tr>
<tr>
<td>sweet course, dessert</td>
<td>doces, sobremesa</td>
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<tr>
<td>table</td>
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<tr>
<td>tasty</td>
<td>saboroso/a</td>
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<td>tea</td>
<td>chá</td>
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<td>tomate</td>
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<td>vitaminas</td>
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<td>waiter/waitress</td>
<td>empregado/a de mesa</td>
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<tr>
<td>water</td>
<td>água</td>
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<td>watermelon</td>
<td>melancia</td>
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<td>wine</td>
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<td>yoghurt</td>
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### Higher tier

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<td>almoço de negócios</td>
</tr>
<tr>
<td>champagne</td>
<td>champanhe</td>
</tr>
<tr>
<td>choice</td>
<td>escolha</td>
</tr>
<tr>
<td>chop (e.g. pork/lamb)</td>
<td>costeleta (de porco, de cordeiro)</td>
</tr>
<tr>
<td>cooked</td>
<td>cozinhado</td>
</tr>
<tr>
<td>cream</td>
<td>nata</td>
</tr>
<tr>
<td>duck</td>
<td>pato</td>
</tr>
<tr>
<td>first course</td>
<td>primeiro prato</td>
</tr>
<tr>
<td>foodstuffs</td>
<td>gênero alimentício</td>
</tr>
<tr>
<td>fried egg</td>
<td>ovo estrelado</td>
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<td>fried steak with fried eggs</td>
<td>EP bitoque/BP bife a cavalo</td>
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<tr>
<td>garlic</td>
<td>alho</td>
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<tr>
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<td>toranja</td>
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<tr>
<td>homemade</td>
<td>caseiro/a</td>
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<tr>
<td>honey</td>
<td>mel</td>
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<td>ice-cream parlour</td>
<td>gelataria</td>
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<tr>
<td>jar</td>
<td>frasco</td>
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<tr>
<td>lamb</td>
<td>cordeiro</td>
</tr>
<tr>
<td>main course</td>
<td>prato principal</td>
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<tr>
<td>margarine</td>
<td>margarina</td>
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<td>maionese</td>
</tr>
<tr>
<td>medium</td>
<td>médio (ao ponto)</td>
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<tr>
<td>mince</td>
<td>cortar em pedaços</td>
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</tbody>
</table>
Higher tier (cont)
mixed
mustard
natural, organic food
noodles
nuts
pastry
pork
roll (bread)
salmon
sausage
sea food
self-service
service
sideboard, dresser
slice
tip (money)
towel
turkey
vegetarian
vinegar

misturado/a
mostarda
natural, comida orgânica
EP talharim, massa/BP noodles ou macarrão
frutos secos
pastéis
porco
pãozinho (pequeno)
salmão
molho
marisco
self-service
service
aparador
fatia
gorjeta
toalha
perú
vegetariano/a
vinagre

Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier
belt
blouse
boots
bracelet
cap
clothes
clothes shop
coat/overcoat
dress
dressed in
fashion
flowers
footwear
glove
handbag
hat
jacket
jeans
jumper
makeup
pants, briefs
pyjamas
ring
rucksack
scarf
shirt
cinto
blusa
botas
pulseira
boné
roupa
loja de roupa
casaco/casacão
vestido
vestido/a de
moda
flores
calçado
luva
carteara, mala de mão
chapéu
blusão
calças de ganga
camisola
maquilhagem
cuecas
píjama
anel
mochila
cacheol
camisa
Foundation tier (cont)

shoes  sapatos
shorts  calções
size  tamanho
skirt  saia
small  pequeno
smart  elegante
socks  meias/peúgos
sportsman  desportista (m)
sportswoman  desportista (f)
style  estilo
suit  fato
sweater  suéter/camisola
swimming costume  fato de banho
tee shirt/t-shirt  t-shirt/blusa
tie  gravata
tracksuit  fato de treino
trainers  sapatilhas
trousers  calças
umbrella  guarda-chuva
uniform  uniforme
vest  colete
watch  relógio

Higher tier

brand, label  marca
cardigan  casaco de malha
cotton  algodão
crooked  torto/a
fashionable  estar na moda
fur coat  casaco de peles
hairdresser's  cabeleireiro
heel  salto
leather  pele
lipstick  batom
loose (i.e. too big)  largo
neat  apresentável
old fashioned  fora de moda
perfume  perfume
raincoat  gabardina
slippers  chinelos
stripes  riscas/barras
tattoo  tatuagem
tights  EP collans/BP meia-calça
to put on makeup  EP pôr maquilhagem/BP pôr maquiagem
**Words on relations, relationships, personal and physical characteristics**

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult, grown-up</td>
<td>adulto/a</td>
</tr>
<tr>
<td>age</td>
<td>idade</td>
</tr>
<tr>
<td>alcohol</td>
<td>álcool</td>
</tr>
<tr>
<td>arm, hand</td>
<td>braço, mão</td>
</tr>
<tr>
<td>armchair</td>
<td>cadeirão</td>
</tr>
<tr>
<td>at home</td>
<td>em casa</td>
</tr>
<tr>
<td>at my/our house</td>
<td>em minha/na nossa casa</td>
</tr>
<tr>
<td>aunt</td>
<td>tia</td>
</tr>
<tr>
<td>back</td>
<td>costas</td>
</tr>
<tr>
<td>bald</td>
<td>careca</td>
</tr>
<tr>
<td>bath</td>
<td>banho</td>
</tr>
<tr>
<td>bathroom</td>
<td>casa de banho</td>
</tr>
<tr>
<td>beard</td>
<td>barba</td>
</tr>
<tr>
<td>beautiful</td>
<td>lindo/a</td>
</tr>
<tr>
<td>bed (linen)</td>
<td>roupa de cama</td>
</tr>
<tr>
<td>bedstead</td>
<td>cama</td>
</tr>
<tr>
<td>bedroom</td>
<td>quarto</td>
</tr>
<tr>
<td>bedside cabinet</td>
<td>EP mesa de cabeceira/BP mesinha de cabeceira</td>
</tr>
<tr>
<td>bird</td>
<td>pássaro</td>
</tr>
<tr>
<td>birthday</td>
<td>aniversário</td>
</tr>
<tr>
<td>birthplace</td>
<td>local de nascimento</td>
</tr>
<tr>
<td>block (of flats)</td>
<td>bloco de apartamentos</td>
</tr>
<tr>
<td>blond/e</td>
<td>louro/a</td>
</tr>
<tr>
<td>body</td>
<td>corpo</td>
</tr>
<tr>
<td>boy</td>
<td>menino, rapaz</td>
</tr>
<tr>
<td>brother</td>
<td>irmão</td>
</tr>
<tr>
<td>brothers and sisters, siblings</td>
<td>irmãos e irmãs, irmãos</td>
</tr>
<tr>
<td>brunette</td>
<td>moreno/a</td>
</tr>
<tr>
<td>care</td>
<td>cuidado</td>
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<tr>
<td>cat (m/f)</td>
<td>gato/a</td>
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<tr>
<td>chair</td>
<td>cadeira</td>
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<tr>
<td>character, personality</td>
<td>caráter, personalidade</td>
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<tr>
<td>child</td>
<td>criança</td>
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<tr>
<td>children</td>
<td>crianças</td>
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<tr>
<td>clothes</td>
<td>roupas</td>
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<tr>
<td>comfortable (house, furniture)</td>
<td>confortável (casa, mobília)</td>
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<tr>
<td>curly (hair)</td>
<td>encaracolado (cabelo)</td>
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<td>curtains</td>
<td>cortinados</td>
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<td>country cottage</td>
<td>casa de campo</td>
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<tr>
<td>daily routine</td>
<td>rotina diária</td>
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<tr>
<td>dad</td>
<td>EP papá/BP papai</td>
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<tr>
<td>date of birth</td>
<td>data de nascimento</td>
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<tr>
<td>daughter</td>
<td>filha</td>
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<tr>
<td>diet</td>
<td>dieta</td>
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<td>dining room</td>
<td>sala de jantar</td>
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<td>dog</td>
<td>cão/cadela</td>
</tr>
<tr>
<td>door</td>
<td>porta</td>
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<td>ear/s</td>
<td>ouvido</td>
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<td>energético</td>
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<td>enthusiasm</td>
<td>entusiasmo</td>
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Foundation tier (cont)

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<td>face</td>
<td>cara</td>
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<tr>
<td>family</td>
<td>família</td>
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<tr>
<td>father</td>
<td>pai</td>
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<tr>
<td>first name</td>
<td>primeiro nome</td>
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<tr>
<td>flat; apartment</td>
<td>apartamento</td>
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<tr>
<td>foot</td>
<td>pé</td>
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<tr>
<td>friend (m/f)</td>
<td>amigo/a</td>
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<tr>
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<td>amigos/as</td>
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<tr>
<td>furniture</td>
<td>mobília</td>
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<td>garagem</td>
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<td>garden</td>
<td>jardim</td>
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<tr>
<td>generation</td>
<td>geração</td>
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<tr>
<td>girl (older)</td>
<td>EP rapariga/adolescente/BP moça</td>
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<td>girl (young)</td>
<td>menina</td>
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<td>óculos</td>
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<td>goldfish</td>
<td>peixinho dourado</td>
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<td>neta</td>
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<td>grandchild (m)</td>
<td>neto</td>
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<tr>
<td>grandfather, grandad</td>
<td>avô</td>
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<td>grandmother, grandma, granny</td>
<td>avó</td>
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<td>grandparents</td>
<td>avós</td>
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<tr>
<td>guest</td>
<td>hóspede</td>
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<tr>
<td>guinea pig</td>
<td>porquinho da índia</td>
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<tr>
<td>guy, dude, bloke</td>
<td>sujeito</td>
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<td>hair</td>
<td>cabelo</td>
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<td>hamster</td>
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<td>casa</td>
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<td>house (small)</td>
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<td>inteligente</td>
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<td>kindness</td>
<td>carinho</td>
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<tr>
<td>kitchen</td>
<td>cozinha</td>
</tr>
<tr>
<td>lamp, light</td>
<td>lâmpada, luz</td>
</tr>
<tr>
<td>leg</td>
<td>perna</td>
</tr>
<tr>
<td>living room, front room</td>
<td>sala de estar</td>
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<tr>
<td>love</td>
<td>amor</td>
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<tr>
<td>man</td>
<td>homem</td>
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<td>mãe</td>
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<td>mouse</td>
<td>rato</td>
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<td>moustache</td>
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<td>mouth</td>
<td>boca</td>
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<tr>
<td>mum</td>
<td>EP mamã/BP mamãe</td>
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<td>neck</td>
<td>pescoço</td>
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<td>neighbour</td>
<td>vizinho/a</td>
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<td>nice, pleasant</td>
<td>agradável</td>
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<td>nice (people)</td>
<td>simpático/a</td>
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<td>normal</td>
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<tr>
<td>nose</td>
<td>nariz</td>
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### Foundation tier (cont)

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<th>Portuguese</th>
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<tr>
<td>old</td>
<td>velho</td>
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<tr>
<td>only child</td>
<td>filho/a único/a</td>
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<tr>
<td>parents</td>
<td>pais</td>
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<tr>
<td>party</td>
<td>festa</td>
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<td>penfriend (f/m)</td>
<td>penfriend (f/m)</td>
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<tr>
<td>people</td>
<td>pessoas</td>
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<tr>
<td>person</td>
<td>pessoa</td>
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<tr>
<td>pet</td>
<td>animal de estimação</td>
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<tr>
<td>picture</td>
<td>quadro</td>
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<tr>
<td>plant</td>
<td>planta</td>
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<tr>
<td>present; gift</td>
<td>presente, prenda</td>
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<tr>
<td>public holiday</td>
<td>feriado</td>
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<tr>
<td>rabbit</td>
<td>coelho</td>
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<tr>
<td>refrigerator</td>
<td>frigorífico</td>
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<tr>
<td>relationship</td>
<td>relação</td>
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<tr>
<td>relative, relation</td>
<td>parente, familiar</td>
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<tr>
<td>religion</td>
<td>religião</td>
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<tr>
<td>respect</td>
<td>respeito</td>
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<tr>
<td>serious</td>
<td>sério/a</td>
</tr>
<tr>
<td>sister</td>
<td>irmã</td>
</tr>
<tr>
<td>slim</td>
<td>magro/a</td>
</tr>
<tr>
<td>snake</td>
<td>cobra</td>
</tr>
<tr>
<td>sofa; settee</td>
<td>sofá</td>
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<tr>
<td>son</td>
<td>filho</td>
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<tr>
<td>staying as a guest</td>
<td>hospedar-se</td>
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<tr>
<td>stomach</td>
<td>estômago</td>
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<tr>
<td>straight (hair)</td>
<td>liso (cabelo)</td>
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<tr>
<td>study (room)</td>
<td>escritório</td>
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<tr>
<td>surname</td>
<td>EP apelido/BP sobrenome</td>
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<tr>
<td>table</td>
<td>mesa</td>
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<tr>
<td>talented</td>
<td>talentoso/a</td>
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<tr>
<td>teenager</td>
<td>adolescente</td>
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<tr>
<td>terrace</td>
<td>terraço</td>
</tr>
<tr>
<td>thin</td>
<td>magro</td>
</tr>
<tr>
<td>throat</td>
<td>garganta</td>
</tr>
<tr>
<td>to be called (person, place)</td>
<td>chamar-se</td>
</tr>
<tr>
<td>to be healthy, fit</td>
<td>ser saudável</td>
</tr>
<tr>
<td>to look (e.g. angry/happy, etc.)</td>
<td>parecer (ex. chateado/a, feliz, etc.)</td>
</tr>
<tr>
<td>to seem</td>
<td>parecer</td>
</tr>
<tr>
<td>tooth</td>
<td>dente</td>
</tr>
<tr>
<td>tropical fish</td>
<td>peixe tropical</td>
</tr>
<tr>
<td>ugly</td>
<td>feio/a</td>
</tr>
<tr>
<td>uncle</td>
<td>tio</td>
</tr>
<tr>
<td>visit</td>
<td>visita</td>
</tr>
<tr>
<td>wife</td>
<td>esposa</td>
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<tr>
<td>woman</td>
<td>mulher</td>
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<tr>
<td>youth</td>
<td>juventude</td>
</tr>
</tbody>
</table>
Higher tier

acquaintance
alone
argument
brave, adventurous
career
carpet
celebrity
caracter (in film, etc.)
character trait
charming
cousin
discrimination
elbow
elderly
example
faith (religious)
famous
feeling
furnished
gender, sex
habit
hall (in house)
healthcare
honest
husband
invitation
knee
lazy
lively
loft
loyal, faithful
meeting
member of the family
mirror
mood
old age
old people’s home
older
oldest (brother/sister)
optimistic
pensioner
pessimistic
place of residence
racer
reasonable
relationship
reliable
self (myself, yourself, etc.)

conhecido/a
sozinho/a
discussão
forte, aventureiro
carreira
carpete
celebridade
personagem (num filme, etc.)
traço de personalidade
encantador/a
primo/a
discriminação
cotovelo
idoso
exemplo
fé (religião)
famoso/a
sensação
mobilado/a
género, sexo
hábito
hall de entrada
cuidados de saúde
honesto/a
esposo, marido
convite
joelho
preguiçoso/a
animado/a
loft, águas furtadas, sótão
leal, fiel
reunião
membro da família
espelho
humor
terceira idade
EP lar da terceira idade/BP asilo
mais velho
irmão/irmã mais velho/a
otimista
EP pensionista, reformado/a/BP aposentado/a
pessimista
lugar de residência
racista
razoável
relação
fiável
mesmo (mim mesmo, você mesmo)
**Higher tier (cont)**

selfish
sense of humour
sensitive
similar
survey
thin/slender
to babysit
to be in a good/bad mood
to do the washing up
to get on (well) with
to move house
understanding
unemployed
wages
wanted
way of life, lifestyle

egoísta
sentido de humor
sensível
similar
inquérito
esbelto
EP tomar conta/BP cuidar de crianças
estar de bom/mau humor
lavar a louça
dar-se (bem) com
mudar de casa
entendimento
desempregado/a
salário
procurado/a
estilo de vida

**Identity and culture: cultural life**

**Foundation tier**

adventure film
aerobics
art gallery
athletics
badminton
ball
ballet
band/group
basketball
book
boxing
camera
cartoon
cat
CD (compact disc)
celebration
chess
choir
Christmas
cinema
classical, classic
club
collect
collection
comedy
comic books
computer game
concert
cultural

filme de aventura
aeróbica
galeria de arte
atletismo
badminton
baile
ballet
banda/grupo
basquetebol
livro
boxe
câmara fotográfica
desenhos animados
gato/a
CD
celebração
xadrez
coro
Natal
cinema
clássico/a
clube
colecionar
coleção
comédia
banda desenhada
jogo de computador
concerto
cultural
Foundation tier (cont)
culture
cycle
dance
detective/police (story)
disco (place)
documentary
drama (TV, etc.)
drum
Easter
event
festival
film
flute
football
free time
game
guitar
gymnastics
Happy birthday!
Happy New Year!
hobby; leisure activity
hockey
ice skating
idea
instrument
interest
leaves
leisure
lottery
magazine
manager (sport)
method
mobile phone
MP3 player
music
musical (show)
New Year
news
nightclub
opera
orchestra
to participate
party
photo(graph)
piano
ping pong
player (music)
player (sport/games)
pop music
programme, broadcast
rap
reading
rock music
cultura
andar de bicicleta
dançar
detetive/policia (história)
discoteca
documentário
drama
bateria
Páscoa
evento
festival
filme
flauta
futebol
tempo livre
jogo
guitarra
ginástica
Feliz aniversário!
Feliz Ano Novo!
hobby, atividade de lazer
hóquei
patinagem no gelo
ideia
instrumento musical
interesse
folhas
lazer
EP lotaria/BP loteria
revista
dirigente
método
telemóvel
leitor de MP3
música
show musical
ano novo
notícias
clube noturno
ópera
orquestra
participar
festa
fotografia
piano
pingue pongue
leitor
jogador
música pop
programa
rap
leitura
música rock
Foundation tier (cont)
role model
romantic
rugby
saxophone
science-fiction film
sculpture
series
show (theatre, etc.)
show, performance
skate boarding
skiing
socialising
social media
sport
sports ground
sporty
spy film
squash
star
surfing
swimming
team
television (medium)
tennis
theme
thriller
to adore
to celebrate
to do sport
to exercise
to fish/go fishing
to get married
to socialise with
to take a dog out for a walk
to take part (in)
to train
toy
tree
(TV) channel
video
video camera
video/computer game
violin
volleyball
windsurfing
witch
modelo
romântico/a
rugby
saxofone
filme de ficção científica
escultura
séries
espetáculo (teatro, etc.)
espetáculo
andar de skate
esqui
socializar
redes sociais
EP desporto/BP esporte
campo desportivo
desportivo/a
filme de espiões
squash
estrela
façar surf
nadar
equipa
televisão
ténis
tema
thriller
adorar
celebrar
façar desporto
façar exercício
pescar
casar-se
socializar com (alguém)
ir passear o cão
façar parte de
treinar
brinquedo
árvores
canal de (televisão)
video
câmera de vídeo
jogo de vídeo/computador (EP)/vídeo game (BP)
violino
voleibol
façar windsurf
bruxa
### Higher tier

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<thead>
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<td>audiência</td>
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<td>barco</td>
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<td>cerimónia</td>
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<td>competição</td>
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<td>entretenimento</td>
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<td>filme de terror</td>
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<td>melodia</td>
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<td>bicicleta de montanha</td>
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<tr>
<td>mountaineering</td>
<td>montanhismo</td>
</tr>
<tr>
<td>play (theatre)</td>
<td>peça de teatro</td>
</tr>
<tr>
<td>pleasure</td>
<td>prazer</td>
</tr>
<tr>
<td>pocket money</td>
<td>semanada/mesada</td>
</tr>
<tr>
<td>prize</td>
<td>preço</td>
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<tr>
<td>reading</td>
<td>leitura</td>
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<tr>
<td>referee</td>
<td>árbitro</td>
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<tr>
<td>review</td>
<td>crítica</td>
</tr>
<tr>
<td>riding (a horse)</td>
<td>equitação</td>
</tr>
<tr>
<td>roller blading</td>
<td>patinagem em linha</td>
</tr>
<tr>
<td>sailing</td>
<td>navegação</td>
</tr>
<tr>
<td>singer</td>
<td>cantor/a</td>
</tr>
<tr>
<td>soap (opera)</td>
<td>telenovela</td>
</tr>
<tr>
<td>song</td>
<td>canção/música</td>
</tr>
<tr>
<td>speakers</td>
<td>altifalantes</td>
</tr>
<tr>
<td>sports season</td>
<td>época desportiva</td>
</tr>
<tr>
<td>stage</td>
<td>palco</td>
</tr>
<tr>
<td>subtitles</td>
<td>legendas</td>
</tr>
<tr>
<td>table tennis</td>
<td>ténis de mesa</td>
</tr>
<tr>
<td>to (be) relax(ed)</td>
<td>estar relaxado/a, relaxar-se</td>
</tr>
<tr>
<td>to bathe</td>
<td>tomar banho</td>
</tr>
<tr>
<td>to congratulate</td>
<td>dar os parabéns</td>
</tr>
<tr>
<td>to create</td>
<td>criar</td>
</tr>
<tr>
<td>to do gymnastics</td>
<td>fazer ginástica</td>
</tr>
<tr>
<td>to hike, ramble</td>
<td>caminhar</td>
</tr>
<tr>
<td>to occupy oneself, do</td>
<td>ocupar-se de, fazer</td>
</tr>
<tr>
<td>to roller-skate</td>
<td>andar de patins</td>
</tr>
<tr>
<td>to sail</td>
<td>velejar</td>
</tr>
<tr>
<td>to score a goal</td>
<td>marcar um golo</td>
</tr>
<tr>
<td>to skateboard</td>
<td>andar de skate</td>
</tr>
<tr>
<td>tournament</td>
<td>torneio</td>
</tr>
</tbody>
</table>
Higher tier (cont)

training  
trumpet  
ukulele  
unforgettable  
viewer  
writer  
Xbox  
youth club

treino  
trompete  
cavaquinho  
inescaceivel  
espetador  
escritor/a  
Xbox  
clube de jovens

Identity and culture: using social media

Foundation tier

advantage  
blog  
chatroom  
computer  
disadvantage  
disk  
email  
internet  
laptop  
new technology  
page  
password  
programme  
risk  
screen  
social media  
technology  
to chat online  
to download  
to erase, delete  
to load  
to save, to store  
to use  
use of technology  
virtual  
virus  
web  
web page  
webcam  
website

vantagem  
blog  
sala de chat  
computador  
desvantagem  
disco  
e-mail  
internet  
(computador) portatil

nova tecnologia

página  
palavra passe  
programa  
risco  
ecra  
meios sociais  
technologia  
conversar on-line

fazer download  
apagar  
carregar  
guardar  
usar  
uso da tecnologia  
virtual  
virus  
rede

página de internet  
webcam  
sítio na internet

Higher tier

connection  
homepage  
social network  
to surf (the net)  
to type  
to upload

conexão, ligação  
inicial  
rede social  
navegar pela internet  
teclar  
fazer upload
Local area, holiday and travel

Foundation tier

accommodation  alojamento
address oneself to  dirigir-se
air  ar
airport  aeroporto
aquarium  aquário
area (in town)  área, zona
arrival  chegada
art gallery  galeria de arte
atlas  atlas
balcony  varanda
bank  banco
bar  bar
barbecue  churrasco
bath  banho
bathroom  EP casa de banho/BP banheiro
beach  praia
bed  cama
bicycle/bike  bicicleta
boat  barco
bowling alley  pista de boliche
brand/make  marca
bridge  ponte
brochure  folheto
building  edifício
bus (by bus)  (de) EP autocarro/BP ônibus
bus stop  paragem de autocarro (EP)/parada de ônibus (BP)
business  negócio
café  café
camp  acampar
campsite  parque de campismo
capital city  capital
car  carro
car, automobile  automóvel
cathedral  catedral
cave  gruta
centre  centro
chemist’s  farmácia
cheque; receipt  cheque; recibo
church  igreja
cinema (building)  cinema
circus  circo
closed  fechado
coach  EP autocarro/BP ônibus
coast  costa
concert  concerto
country (i.e. nation)  país
countryside  campo
credit card  cartão de crédito
department (in a shop)  departamento (loja)
Foundation tier (cont)
department store
departure
destination
direct
disco
door
employee
entrance
exit
experience
factory
farm
festival
flight tickets
floor (1st, 2nd)
form
ground floor
guest
guided tour
help
historic
holiday cottage
holidays
hospital
hotel
hotel (5*)
ice rink
information office
journey (short)
key
lake
leisure centre
library
lift
list
litter
local area
luggage
map
map (of town)
market
means of transport
microwave
monument
mosque
motorbike
mountain
museum
nature
newspaper stall
night club
noise

loja de departamentos
partida
destino
direto
discoteca
porta
funcionário
entrada
saída
experiência
fábrica
quinta
festival
bilhetes de avião
andar (primeiro, segundo)
formulário
EP rés-do-chão/BP piso térreo
hóspede
visita guiada
ajuda
histórico/a
casa de férias
férias
hospital
hotel
hotel de cinco estrelas
pista de gelo
posto de informação
viagem
chave
lago
centro de lazer
biblioteca
boleia
lista
lixo
área local
bagagem
mapa
mapa (da cidade)
mercado
meio de transporte
microondas
monumento
mesquita
moto
montanha
museu
natureza
banca de jornais
clube noturno
ruído/barulho
Foundation tier (cont)
occupied/taken
occupied/taken
office
escritório
on foot
a pé
on the left
à esquerda
on the right
à direita
open
aberto
palace
palácio
paper
papel
park
parque
passenger
passageiro
passport
passaporte
passport control
controlo de passaporte
petrol
gasolina
place
lugar
plane
avião
platform
plataforma
police officer
agente de policia
police station
posto de polícia
port
porto
correios
postal
cartaz
prioridade
public
público
transporte público
radio
rádio
railway
ferrovia
region, area
região, área
region, district
região, distrito
return ticket
bilhete de volta
river
rio
road
estrada
quarto
quarto de hotel
rucksack
mochila
sea
mar
beira-mar
season
estação
shop
loja
shopping
fazer compras
shopping centre
centro comercial
show
espetáculo
shower
chuveiro
sight, tourist attraction, place to see
atrações turísticas
single ticket
bilhete de ida
snack bar
snack bar
snack bar, buffet (on a train)
recordação
souvenir
centro desportivo
sports centre
praça
square (in town)
estádio
station
estação (de comboio)
station (mainline railway)
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>station (metro)</td>
<td>estação (EP de metro/ BP de metrô)</td>
</tr>
<tr>
<td>stop (bus, tram, etc.)</td>
<td>paragem (de EP autocarro/ BP ônibus, de elétrico)</td>
</tr>
<tr>
<td>street</td>
<td>rua</td>
</tr>
<tr>
<td>suburb; outskirts of town</td>
<td>subúrbios, arredores</td>
</tr>
<tr>
<td>suitcase</td>
<td>mala</td>
</tr>
<tr>
<td>summer cottage</td>
<td>casa de campo de verão</td>
</tr>
<tr>
<td>supermarket</td>
<td>supermercado</td>
</tr>
<tr>
<td>swimming pool</td>
<td>piscina</td>
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<tr>
<td>taxi</td>
<td>táxi</td>
</tr>
<tr>
<td>teenager</td>
<td>adolescente</td>
</tr>
<tr>
<td>television set</td>
<td>televisão</td>
</tr>
<tr>
<td>tennis court</td>
<td>campo de ténis</td>
</tr>
<tr>
<td>tent</td>
<td>tenda</td>
</tr>
<tr>
<td>theatre</td>
<td>teatro</td>
</tr>
<tr>
<td>ticket</td>
<td>bilhete</td>
</tr>
<tr>
<td>ticket office</td>
<td>EP bilheteira, BP bilhetaria</td>
</tr>
<tr>
<td>ticket; tram, bus or metro ticket</td>
<td>bilhete (de elétrico, EP autocarro/ BP ônibus, EP metro/ BP metrô)</td>
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<tr>
<td>till; cash desk</td>
<td>caixa</td>
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<tr>
<td>to hang up the phone</td>
<td>desligar o telefone</td>
</tr>
<tr>
<td>to photograph</td>
<td>tirar fotografias</td>
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<tr>
<td>to pick up the phone</td>
<td>atender o telefone</td>
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<tr>
<td>toilets</td>
<td>wc</td>
</tr>
<tr>
<td>token (metro)</td>
<td>ficha</td>
</tr>
<tr>
<td>to stay as a guest</td>
<td>hospedar-se, alojar</td>
</tr>
<tr>
<td>tour</td>
<td>excursão</td>
</tr>
<tr>
<td>tourism</td>
<td>turismo</td>
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<tr>
<td>tourist</td>
<td>turista</td>
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<tr>
<td>tourist (adjective)</td>
<td>turístico/a</td>
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<tr>
<td>tourist information office</td>
<td>posto de turismo</td>
</tr>
<tr>
<td>town</td>
<td>cidade</td>
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<tr>
<td>town centre</td>
<td>centro da cidade</td>
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<tr>
<td>train</td>
<td>EP comboio/BP trem</td>
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<tr>
<td>tram</td>
<td>elétrico</td>
</tr>
<tr>
<td>travel</td>
<td>viajar</td>
</tr>
<tr>
<td>traveller</td>
<td>viajante</td>
</tr>
<tr>
<td>travel agency</td>
<td>agência de viagens</td>
</tr>
<tr>
<td>trolleybus</td>
<td>trólei</td>
</tr>
<tr>
<td>underground railway</td>
<td>metro</td>
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<tr>
<td>underground station</td>
<td>estação de metro</td>
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<tr>
<td>vacation</td>
<td>férias</td>
</tr>
<tr>
<td>view (over)</td>
<td>vista</td>
</tr>
<tr>
<td>village</td>
<td>aldeia</td>
</tr>
<tr>
<td>way out/exit</td>
<td>saída</td>
</tr>
<tr>
<td>welcome</td>
<td>Bem-vindo/a</td>
</tr>
<tr>
<td>window</td>
<td>janela</td>
</tr>
<tr>
<td>winter holidays</td>
<td>férias de inverno</td>
</tr>
<tr>
<td>yard, courtyard</td>
<td>pátio</td>
</tr>
<tr>
<td>youth hostel</td>
<td>pousada da juventude</td>
</tr>
<tr>
<td>zoo</td>
<td>jardim zoológico</td>
</tr>
</tbody>
</table>
**Higher tier**

accident  
abroad  
adolescent  
agricultural  
air conditioning/air-con  
airline  
ATM  
baker’s shop, bakery  
bank card  
basement  
border  
calm/peaceful  
canal  
car park  
castle  
change  
changing room  
commercial  
compartment (train)  
cooker  
corner  
crossroads  
derparture  
diesel (fuel)  
direction  
double room  
driver  
driver (professional)  
driving licence  
entertainment  
event  
exhibition  
ferry  
fireworks  
flight  
forbidden to  
foreigner  
fortress  
fountain  
free (available, vacant)  
full (hotel, etc.)  
games room  
garage, service station, petrol station  
heating  
helicopter  
hill  
hire of/hiring  
hospitality  
in advance  
included  
industrial  
industry  
inhabitant  
acidente  
ao/no estrangeiro  
adolescente  
agrícola  
ar condicionado  
companhia aérea  
multibanco  
padaria  
cave  
sossegado  
parque de estacionamento  
castelo  
mudança  
provador  
comercial  
compartimento  
fogão  
canto  
cruzamento  
aída  
EP gasóleo/BP diesel  
direção  
quarto duplo  
condutor  
motorista  
carta de condução  
entretenimento  
evento  
exposição  
ferry-boat  
fogo de artifício  
voo  
proibido  
estrangeiro  
fortaleza  
fonte  
disponível  
lotado  
salão de jogos  
estação de serviço  
aquecimento  
helicóptero  
colina  
contratar  
hospitalidade  
com antecedência  
incluído  
industrial  
indústria  
habitante
Higher tier (cont)
inside
landscape
laundrette
left-luggage office
line (underground)
lively
lorry
lost-property office
luxurious
no parking
open-air pool
order (request)
outside
outside/in the open air
(to) overtake
(to) pack (cases)
package holiday
pavement
pedestrian
pedestrian area
pedestrian crossing
picturesque
pillow
place
playground
procession
receipt
reception
receptionist
reduction
registration/booking in
resort
route
rush hour
savings bank
seat belt
(to) send (set off)
ship
sign
single room
situated
ski resort
skiing
sleeping bag
sleeping car (in a train)
soap
speed
speed limit
(to) spend the night
summer camp
ticket inspector
timetable
toilet paper

interior, dentro de, interno
paisagem
lavandaria
EP depósito de bagagem temporário/BP guarda
volume
linha de EP metro/BP metrô
animado/a
camião
balcão perdidos e achados
luxuoso
proibido estacionamento
piscina ao ar livre
pedido/encomenda
fora
no exterior
ultrapassar
fazer a mala
pacote de férias
pavimento
EP peão/ BP pedestre
EP zona pedonal/BP zona pedestre
passadeira
pitoresco
almofada
sítio, lugar
pátio
procissão
reibo
receção
rececionista
redução
registo
estância de férias/resort
itinerário
hora de ponta
banco de poupanças
cinto de segurança
enviar
navio
aviso
quarto individual
situado/a
estância de esqui
esquiar
saco cama
vagão dormitório
sabão, sabonete
velocidade
limite de velocidade
passar a noite
acampamento de verão
EP revisor de bilhetes/BP fiscal
horário
papel higiênico
**Higher tier (cont)**

- toothbrush
- toothpaste
- tower
- trade
- traffic
- traffic jam
- traffic lights
- twin-bedded room
- (to) unpack (cases)
- (to) validate a ticket (e.g. train, tram, etc.)
- waiting room
- wash basin
- winter holiday

**Phrases associated with weather**

**Foundation tier**

- bad
- climate
- cloud
- cloudy
- coolness
- cold
- degree (temperature)
- fog
- highest temperature
- hot
- in the east
- in the north
- in the south
- in the west
- it is chilly
- it is freezing
- it is raining
- it is snowing
- it is windy
- lowest temperature
- mist
- overcast
- rain
- shadow
- snow
- storm
- sun
- sunny
- the sun is shining
- warm
- weather
- weather forecast
- wind

- escova de dentes
- pasta de dentes
- torre
- comércio
- tráfego
- engarrafamento
- semáforo
- quarto duplo com duas camas
- desfazer a mala
- validar um bilhete (de comboio/trem, elétrico, etc.)
- sala de espera
- lavatório
- férias de inverno

- mau
- clima
- nuvem
- nublado
- frescura
- frio
- graus (temperatura)
- nevoeiro
- temperatura máxima
- quente, calor
- no leste
- no norte
- no sul
- no oeste
- está fresco
- está um gelo
- está a chover
- está a nevar
- está ventoso
- temperatura mínima
- névoa
- encoberto
- chuva
- sombra
- neve
- tempestade
- sol
- soalheiro/a
- o sol brilha
- ameno
- tempo
- previsão meteorológica
- vento
**Higher tier**

average temperature
bright
changeable
downpours
dry
hail
heat
high temperature
it is frosty
it is lightning
lightning
low temperature
misty
sky
thunder
to be expected

temperatura
luminoso
instável
aguaceiro
seco
granizo
calor
temperatura alta
está geada
está a relampagar
relâmpago
temperatura baixa
enevoado
céu
trovão
esperar-se

**Asking for directions**

are you going in a car?
are you going on foot?
as far as
close
continue
cross (over)
far
go straight on
high street/main street
how do I get to?
it is 100 metres away
it is very close
not far
on the left
on the right
straight on
take the first road on the left
turn left
turn right

vai de carro?
vai a pé?
tão longe quanto
perto
continuar
cruzar
longe
seguir adiante
rua principal
como é que chego a...?
fica a 100 metros de distância
fica perto
não é longe
à esquerda
à direita
em frente
vire na primeira rua à esquerda
vire à esquerda
vire à direita
Dealing with problems

**Foundation tier**
- address
- bill
- colour
- correct
- customer
- customer service
- email address
- form
- guarantee
- part
- purse
- receipt
- size
- telephone number
- to pay
- to work, function
- wrong

**Higher tier**
- a fine
- broken
- complaint
- criminal
- crime
- crime, criminality
- fault
- improvement
- incident
- instructions
- insurance
- investigation
- mistake
- progress
- (to) punish
- quantity
- reduction
- repair
- theft
- thief
- to bring back, take back
- to complain
- to exchange
- to fine
- to guarantee
- to insure
- wallet

<table>
<thead>
<tr>
<th>Portuguese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>morada</td>
<td>address</td>
</tr>
<tr>
<td>conta</td>
<td>bill</td>
</tr>
<tr>
<td>cor</td>
<td>colour</td>
</tr>
<tr>
<td>correto/a</td>
<td>correct</td>
</tr>
<tr>
<td>cliente</td>
<td>customer</td>
</tr>
<tr>
<td>serviço ao cliente</td>
<td>customer service</td>
</tr>
<tr>
<td>endereço de e-mail</td>
<td>email address</td>
</tr>
<tr>
<td>formulário</td>
<td>form</td>
</tr>
<tr>
<td>garantia</td>
<td>guarantee</td>
</tr>
<tr>
<td>parte</td>
<td>part</td>
</tr>
<tr>
<td>carteira</td>
<td>purse</td>
</tr>
<tr>
<td>recibo</td>
<td>receipt</td>
</tr>
<tr>
<td>tamanho</td>
<td>size</td>
</tr>
<tr>
<td>número de telephone</td>
<td>telephone number</td>
</tr>
<tr>
<td>pagar</td>
<td>to pay</td>
</tr>
<tr>
<td>trabalhar</td>
<td>to work, function</td>
</tr>
<tr>
<td>errado/a</td>
<td>wrong</td>
</tr>
<tr>
<td>uma multa</td>
<td>a fine</td>
</tr>
<tr>
<td>partido/a</td>
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<td>reclamação</td>
<td>complaint</td>
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<td>criminalidade</td>
<td>crime, criminality</td>
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<tr>
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<td>fault</td>
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<td>improvement</td>
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<td>progress</td>
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<tr>
<td>castigar</td>
<td>(to) punish</td>
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<tr>
<td>quantidade</td>
<td>quantity</td>
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</tr>
<tr>
<td>ladrão</td>
<td>thief</td>
</tr>
<tr>
<td>trazer de volta</td>
<td>to bring back, take back</td>
</tr>
<tr>
<td>reclamar</td>
<td>to complain</td>
</tr>
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<td>trocar</td>
<td>to exchange</td>
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<td>multar</td>
<td>to fine</td>
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<tr>
<td>dar garantia</td>
<td>to guarantee</td>
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<tr>
<td>fazer um seguro</td>
<td>to insure</td>
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<td>carteira</td>
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### School

#### Foundation tier

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<tbody>
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<td>arte, desenho</td>
<td>arte, dibujo</td>
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<tr>
<td>bell</td>
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<td>sino</td>
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<td>biologia</td>
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<tr>
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<td>quadro (de giz, interativo)</td>
<td>tablero (de giz, interativo)</td>
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<td>trabajo de casa/BP deberes or tarea</td>
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<td>almuerzo</td>
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Foundation tier (cont)

lunch break
Maths
Music
PE (physical education)
pen
pencil
pencil case
physics
plan
Portuguese (language)
practice
pressure
primary school
progress
projector
question
Religion, Religious Studies
result
rubber
rule
ruler
Science
school
school activities
school bag
school bus
school day
school group/party
school trip
schoolchild (f)
schoolchild (m)
secondary school
Sociology
Spanish
sports hall, gym
stress
student
study/studies
subject
success
summer holidays
team
technology
the future
the past
tie
timetable
to teach
type
uniform
year

hora de almoço
Matemática
Música
educação física
caneta
lápis
estojo
física
plano
Português
prática
pressão
escola primária
progresso
projetor
questão
Educação moral e religiosa
resultado
borracha
regra
réguas
Ciências
escola
atividades escolares
mochila
EP autocarro escolar/BP ônibus escolar
dia escolar
grupo/festa escolar
visita escolar
aluna
aluno
escola secundária
Sociologia
Espanhol
pavilhão desportivo, ginásio
EP stress/BP estresse
estudante
estudo/estudos
disciplina
sucesso
férias de verão
equipa
tecnologia
o futuro
o passado
gravata
horário
ensinar
tipo
uniforme
ano
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<td>discussão</td>
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<td>EP chumbar/BP reprovar</td>
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<td>grupo de teatro</td>
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<td>educação</td>
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<td>essay</td>
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<td>página</td>
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<td>reunião de entrega de notas/reunião de pais</td>
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<td>autorização</td>
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<td>pressão</td>
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<td>pronúncia</td>
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<td>qualificação</td>
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<td>report</td>
<td>relatório, trabalho</td>
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<tr>
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<td>regra</td>
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<td>certificado de conclusão do ensino secundário</td>
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<td>school report</td>
<td>ficha de avaliação de final de período</td>
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<td>tesouras</td>
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<tr>
<td>sharpener</td>
<td>EP afiadeira/BP apontador</td>
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### Higher tier (cont)

<table>
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<tr>
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<th>Portuguese</th>
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<td>sports ground</td>
<td>complexo desportivo</td>
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<tr>
<td>staff room</td>
<td>sala de professores</td>
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<tr>
<td>state</td>
<td>estado</td>
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<tr>
<td>strong, good at (subject)</td>
<td>forte, bom/boa a (disciplina)</td>
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<td>bem-sucedido</td>
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<td>survey</td>
<td>inquérito, questionário</td>
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<tr>
<td>term</td>
<td>período</td>
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<tr>
<td>textbook</td>
<td>manual</td>
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<td>concordar (com) algo</td>
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<tr>
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<td>calcular</td>
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<tr>
<td>to cancel (lessons)</td>
<td>cancelar (aulas)</td>
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<td>corrigir</td>
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<td>to pronounce</td>
<td>pronunciar</td>
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<td>to sit an exam</td>
<td>fazer revisão</td>
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<tr>
<td>to skive/to skip/bunk lessons</td>
<td>faltar às aulas</td>
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<td>to work hard</td>
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<td>injusto</td>
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<td>vocational school; technical college</td>
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<td>waste of time</td>
<td>perda de tempo</td>
</tr>
<tr>
<td>weak, bad at (subject)</td>
<td>fraco/a, mau/má a (disciplina)</td>
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</table>
**Future aspirations, study and work**

**Foundation tier**

- actor
- actress
- advertisement
- air hostess
- ambition
- architect
- aspiration
- assistant
- banker
- beyond (the classroom)
- builder
- business
- career
- cashier
- coffee (tea/lunch) break
- colleague
- company
- computer
- computer science
- cook
- degree
- dentist
- designer
- doctor
- dream (aspiration)
- driver
- electrician
- employment
- engineer
- farmer
- farmer worker
- fashion
- file
- fireman
- folder
- form
- future
- interview
- job
- journalist
- language
- lawyer
- lecture
- male nurse
- manager
- marketing
- mechanic
- member
- musical
- musician
- nurse
### Foundation tier (cont)

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<td>plan</td>
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<td>poeta</td>
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<td>impressora</td>
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<td>profissão</td>
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<td>programador</td>
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<td>projeto</td>
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### Higher tier

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<td>mal pago</td>
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<td>em auxílio de</td>
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Higher tier (cont)

model
mouse
part time
photo model
plumber
prospects
qualification
qualified
salary, wages
signature
situation wanted
skills
society
surgeon
terms of employment
to apply for a job
to attach
to do a course
to enclose/to include
to fill in a form
to introduce oneself
to print out
to type
to volunteer
unemployment
vacancy
voluntarily
voluntary work
webmail
well paid
without pay

modelo
rato
tempo parcial
modelo fotográfico
canalizador
perspectiva
qualificação
qualificado/a
salário
assinatura
situação desejável
competências
sociedade
cirurgião/cirurgiã
termos do contrato de trabalho
candidatar-se a um emprego
anexar
fazer um curso
incluir
preencher um formulário
apresentar-se imprimir
imprimir
digitar
fazer voluntariado
desemprego
vaga
voluntariamente
trabalho voluntário
webmail
bem pago
sem remuneração
International and global dimension: bringing the world together, environmental issues

**Foundation tier**

access to
against
animals
campaign
championship
charity
country
earth
dimensional
effect
electricity
energy
environment
environmental issues
festival
for
forest
gas
good cause
global
green
hurricane
illegal
international
international dimension
island
legal
music festival
musical event
natural resources
ocean
oil
Olympic games
organisation
people
planet
political
politics; policy
sporting event
tiger
to recycle
world
World Cup (football)

aceder a
contra
animais
campanha
campeonato
caridade
país
terra
ecológico/a
ecologia
efeito
electricidade
energia
meio ambiente
questões ambientais
festival
a favor
floresta
gás
boa causa
global
verde
furacão
ilegal
internacional
dimensão internacional
ilha
legal
festival de música
evento musical
recursos naturais
oceano
petróleo
jogos olímpicos
organização
povo, gente
planeta
político/a
política
evento desportivo
tigre
reciclar
mundo
copa do mundo (futebol)
Higher tier
advantages
bear
climate (adjective)
coal
disadvantages
disaster
drinking water
drought
drugs
earthquake
elephant
fair trade
field
flood; flooding
global warming
hunger; famine
lack (of)
nature
pesticide
peace
plastic
pollution
poverty
protection
recycling
rights of man; human rights
rubbish
security
solar power
species
spying
starving
threat
to contaminate
to pollute
to preserve
to protect
to save, economise
to save, rescue
to sort/separate (e.g. rubbish)
to stay in contact
to survive
to threaten
volcano
war
waste products
world(wide)
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents GCSE (9 to 1) Subject Level Guidance and GCSE Subject Level Conditions and Requirements for Modern Foreign Languages, published in April 2016.

[1] Pearson’s World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see Appendix 5.
From Pearson’s Expert Panel for World Class Qualifications

May 2014

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an ‘Expert Panel’ that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as SinFore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an ‘Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students’ final certification documentation.</td>
<td>The QN for this qualification is: 603/2482/X</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.</td>
<td>GCSE – 1PG0</td>
</tr>
</tbody>
</table>
| Paper codes | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1PG0/01  
Paper 2: 1PG0/02  
Paper 3: 1PG0/03  
Paper 4: 1PG0/04 |

About Pearson

We are the world’s leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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All information in this specification is correct at time of publication.

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