

EDEXCEL Entry level Certificate

Specification

Edexcel Entry level Certificate in Modern Foreign languages

(French)	8924
(German)	8926
(Spanish)	8928

For delivery from 2001

Edexcel Foundation is an innovative force in education and training, combining the skills and experience of two internationally recognised awarding and assessment bodies – BTEC, a leading provider of applied and vocational qualifications, and London Examinations, one of the major GCSE and GCE examining boards in the UK.

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Entry level Certificate in Modern Foreign Languages

Key Features

- ÷ consistent with the National Curriculum (England) order for Modern Foreign Languages
- ÷ teacher assessed
- ÷ linked to the 2001 GCSE Edexcel specifications for French, German and Spanish
- ÷ recognises achievement at National Curriculum (England) levels 1, 2 & 3
- ÷ a flexible assessment framework which can be tailored to meet students' needs
- ÷ a bank of short assessment tasks covering listening, speaking, reading and writing
- ÷ no terminal examination
- ÷ authentic target language test types
- ÷ based on practical tasks

The qualification

The Entry level Certificate in Modern Foreign Languages is available in French, German and Spanish. It is designed for students for whom the national framework of qualifications is not yet appropriate and provides access to GCSE, NVQ and other language qualifications.

The aims of the specification are to:

- ÷ enable students to experience success and enjoyment in learning a modern foreign language
- ÷ provide learning and assessment opportunities appropriate to each student's ability and stage of development
- ÷ stimulate an awareness of other cultures and promote a sympathetic attitude to the people and countries of the target language
- ÷ encourage positive attitudes to language learning
- ÷ encourage an awareness of the nature of the language and language learning
- ÷ promote learning skills of a more general nature, for example, ICT, cross-curricular themes
- ÷ enable students to work in a variety of situations and settings

Students will be assessed across the five National Curriculum contexts in the **four** linguistic skills:

- ÷ listening and responding
- ÷ speaking
- ÷ reading and responding
- ÷ writing.

The content

Content is based on the five National Curriculum contexts:

- A** **Everyday activities**
- B** **Personal and social life**
- C** **The world around us**
- D** **The world of work**
- E** **The international world**

These provide the contexts for all assessment activities and correspond to topic areas and related subtopics of the 2001 Edexcel GCSE specifications for French, German and Spanish. This permits a logical progression to GCSE and can help to facilitate co-teaching of the certificate with GCSE groups. A mapping grid has been produced which lists the full range of assessment tasks under topic areas. It also links these to the five National Curriculum contexts and identifies the corresponding subtopics.

(Please refer to **Appendix 1**)

National Qualifications Framework criteria

This specification is based on the common criteria and the Entry level criteria, which are prescribed by the regulatory authorities, including QCA, and are mandatory for all awarding bodies.

Linked GCSE topic areas with related sub-topics

<p>At Home and Abroad</p>	<ul style="list-style-type: none"> ÷ Things to see and do ÷ Life in the town, countryside, seaside ÷ Weather and climate ÷ Travel, transport and directions ÷ Holidays, tourist information and accommodation ÷ Services and shopping abroad ÷ Customs, everyday life and traditions in target-language countries and communities
<p>Education, Training and Employment</p>	<ul style="list-style-type: none"> ÷ School life and routine ÷ Different types of jobs ÷ Job advertisements, applications and interviews ÷ Future plans and work experience
<p>House, Home and Daily Routine</p>	<ul style="list-style-type: none"> ÷ Types of home, rooms, furniture and garden ÷ Information about self, family and friends ÷ Helping around the house ÷ Food and drink
<p>Media, Entertainment and Youth Culture</p>	<ul style="list-style-type: none"> ÷ Sport, fashion and entertainment ÷ Famous personalities ÷ The media ÷ Current affairs, social and environmental issues
<p>Social Activities, Fitness and Health</p>	<ul style="list-style-type: none"> ÷ Free time (evenings, weekends, meeting people) ÷ Special occasions ÷ Hobbies, interests, sports and exercise ÷ Shopping and money matters ÷ Accidents, injuries, common ailments and health issues (smoking, drugs)

Assessment

Students will be assessed across the five National Curriculum contexts on their ability to:

- ÷ understand and respond to spoken language
- ÷ communicate in speech
- ÷ understand and respond to written language
- ÷ communicate in writing.

Objectives

The detailed objectives for each skill have been framed within the context of the Modern Foreign Languages attainment targets – National Curriculum levels 1-3. Full descriptions of the attainment targets are given in **Appendix 2**

Listening and responding

- ÷ show understanding of simple classroom commands, short statements and questions (National Curriculum level 1)
- ÷ show understanding of a range of familiar statements and questions (National Curriculum level 2)
- ÷ show understanding of short passages made up of familiar language spoken at near normal speed (National Curriculum level 3)
- ÷ identify and note main points and personal responses such as likes, dislikes and feelings (National Curriculum level 3)

Speaking

- ÷ respond briefly with single words or short phrases to what they see and hear (National Curriculum level 1)
- ÷ name and describe people, places and objects (National Curriculum level 2)
- ÷ use set phrases for purposes such as asking for help and permission (National Curriculum level 2)
- ÷ take part in brief prepared tasks of at least two or three exchanges using visual cues to help initiate and respond (National Curriculum level 3)
- ÷ use short phrases to express personal responses such as likes, dislikes and feelings (National Curriculum level 3)

Reading and responding

- ÷ show understanding of single words presented in clear script in a familiar context (National Curriculum level 1)
- ÷ show understanding of short phrases presented in a familiar language (National Curriculum level 2)
- ÷ show understanding of short texts and dialogues made up of familiar language (National Curriculum level 3)
- ÷ identify and note main points, including likes, dislikes and feelings (National curriculum level 3)

Writing

- ÷ copy single familiar words correctly (National Curriculum level 1)
- ÷ label items and select appropriate words to complete short phrases, sentences or information gaps (National Curriculum level 1)
- ÷ spell familiar words from memory (although spelling may be approximate) (National Curriculum level 2)
- ÷ write two or three short sentences on familiar topics (National Curriculum level 3)
- ÷ express personal responses such as likes, dislikes and feelings (National Curriculum level 3)
- ÷ write short phrases from memory, with readily understandable spelling (National Curriculum level 3)

Scheme of assessment

The assessment tasks are all externally set by Edexcel and externally moderated. Additionally, students should complete the designated number of coursework tasks, a bank of which is given in the Assessment Pack in addition to **all** the assessment tasks necessary across the four linguistic skills and five contexts of the National Curriculum.

Each of the National Curriculum contexts typically has between 20-30 assessment tasks, each of which is designated a specific level, i.e. National Curriculum level 1, National Curriculum level 2, or National Curriculum level 3. (Please refer to **Appendix 3**). Marking guidance for the achievement of each task is given in the teachers' notes section of the assessment pack.

Students should demonstrate broad coverage of the five National Curriculum contexts and the four language skills.

Students must attempt a minimum of 7 tasks for each language skill.

For the purposes of certification, students must achieve the following:

ENTRY 1	40 assessment tasks	+ 1 coursework task
ENTRY 2	50 assessment tasks, of which 20 must be Entry 2	+ 2 coursework tasks
ENTRY 3	50 assessment tasks, of which 20 must be Entry 3	+ 3 coursework tasks

Teachers may select the assessment tasks that best fit their scheme of work.

There is no time restriction placed on the assessment tasks and students should also be encouraged to try a task again if they are unable to achieve it at the first attempt. Some of the assessment tasks are open-ended and intended to facilitate progression to the GCSE. There is an element of choice for both student and teacher in using the assessment tasks.

The assessment tasks must take place in the classroom under controlled conditions and students may have access to a bi-lingual dictionary or a glossary where appropriate.

Coursework tasks

The coursework tasks provide an opportunity for all students to attempt more open-ended creative work. Students should be encouraged to show an element of independence and to use other skills such as ICT when undertaking these tasks. They may be **written** or **spoken** but could incorporate other language skills.

Coursework tasks should be approximately 30 words in length and may be one main task or a collection of shorter tasks - eg a list and a labelled plan. The assessment packs offer a bank of suggested coursework tasks for each context.

Assessment materials

All required assessment materials are produced in comprehensive language-specific packs and comprise the following three elements:

Guidelines

A guideline has been written for each of the five National Curriculum contexts, to provide teachers with a framework for teaching and assessment. The five guidelines may be used as free-standing teaching and assessment schemes, or in conjunction with departmental schemes of work. Each guideline is further sub-divided into topics, which may be taken in any order. The teacher will need to decide how best to structure and organise the group's learning and assessment, using the guidelines for planning.

Each guideline includes objectives, vocabulary and structures, and core activities that lead to the assessment tasks. It also contains suggestions for possible extension activities that teachers might like to explore for students able to progress to the lower levels of GCSE attainment.

Assessment tasks

The assessment tasks in the four language skills are provided as photocopiable sheets and are accompanied by a listening tape. A list of suggested coursework tasks relating to each context is also included in the pack together with a record sheet for teachers to copy for individual students.

Teachers' notes

The teachers' notes for each assessment task provide the mark scheme and the tape transcript for listening.

Differentiation

Differentiation between students across the ability range will occur by means of task, process, outcome, response and level of award.

Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the National Curriculum (England) listed below:

- ÷ **Acquiring knowledge and understanding of the target language**
- ÷ **Developing language skills**
- ÷ **Developing language-learning skills**
- ÷ **Developing cultural awareness**
- ÷ **Breadth of study**

Please refer to **Appendix 4** for more information.

Moderation

Internal and external assessment will be undertaken in accordance with the appropriate code of practice.

Internal moderation

Teachers' marking must be standardised across the centre by internal moderation. If more than one teacher is involved in assessment, it is essential that the standard of work expected of the award is agreed and moderated by the centre before submission to Edexcel. Internal moderation must include records to show that students have met the assessment criteria at the level specified. Teachers will be asked to record a minimum of three speaking tasks per student from different contexts, as well as submitting completed tasks in other skills.

External moderation

The assessment tasks and cassette recordings will be required for external moderation. The moderator will request samples of named students for detailed scrutiny and this will be undertaken by postal sampling. In certain circumstances, Edexcel may ask for further samples of performances from different students.

Awarding and reporting

Qualifications will be awarded at each available level of the Entry level Certificate specification (Entry 1, 2 and 3) and will comply with the appropriate code of practice. The qualification may be taken more than once.

Progression and prior learning

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at level 1 in the National Qualifications Framework, including GCSE and NVQ.

Students with particular requirements

It is important that the normal level of additional support is given to students with particular requirements. Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examination officers. Further copies of the guidance documentation may be obtained from the address below or by telephoning 0870 240 9800.

For more information, please contact:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Forbidden combinations and links

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that students who enter for more than one Entry level Certificate qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification codes that relates to this specification are:

French	5650
German	5670
Spanish	5750

Students entering for this specification may not, in the same series of examinations enter for any other specification with the same title. There is no other Edexcel Entry level qualification available in modern foreign languages.

Language of assessment

Assessment of this specification will be through non-verbal or very short and straightforward target-language responses although certain tasks set in listening & responding and reading & responding papers will require responses in English. This reflects similar arrangements for the GCSE in modern foreign languages.

Private candidates

This specification is not available to private candidates.

Social, cultural, spiritual, moral and ethical issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues.

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Activities in a range of contexts and for different purposes offer natural opportunities for students to consider and express opinions on a variety of social and cultural issues. The specification offers the possibility to explore ‘Current affairs, social and environmental issues’.

General spiritual, moral and cultural values of society and the individual should be upheld. The qualification encourages individual learning, pair work and group activities. When working with others, the respect of each member’s personal beliefs is very important in building a positive and supportive environment in which to develop and respond.

Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken. This affords students an opportunity to consider themselves as world citizens as well as of the United Kingdom and Europe.

Information and Communication Technology

Information and Communication Technology can play a vital role in supporting and stimulating modern foreign language learning at all levels. As the range of available software increases and as access to e-mail and Internet facilities becomes more widespread in centres, it is expected that teachers will integrate more ICT activities into the language learning process.

Environmental education, health and safety education and the European dimension

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of short coursework tasks or through activities undertaken within the settings of everyday activities, personal and social life, the world around us, the world of work and the international world which feature as the identified National Curriculum contexts within this qualification.

Support and training

Training

Edexcel will arrange a programme of INSET courses covering various aspects of the specifications and assessment each year on a regional basis. Full details may be obtained from:

INSET
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 020 7758 5620
Fax: 020 7758 5950/1
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including the Entry level Certificate, can be found. The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel publications

Additional copies of this specification, French, German, Spanish Entry level Certificate assessment packs and Entry level Qualifications Handbooks can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN
Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

E-mail

A special e-mail facility has been set up which is dedicated to providing centres with a modern foreign language advice and information service. Queries can be sent direct to modernlanguages@edexcel.org.uk

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendix 1

Mapping of Entry level Certificate assessment tasks to GCSE 2001 topic areas and linked subtopics

NB

You will notice that assessment tasks are available in all five of the 2001 GCSE topic areas and these correspond to the majority of subtopics specified. Where this does not occur, it is possible for students to undertake a related coursework task; for example a student could produce a poster in the target language which gives a bullet point description of a film (Media).

Mapping of Entry level Certificate assessment tasks to GCSE 2001 topic areas and linked subtopics

Topic areas	Sub-topics	A	B	C	D	E
At Home and Abroad	+ Things to see and do		B20,21	C3-8		E1,E5
	+ Life in the town, countryside, seaside			C1		
	+ Weather and climate			C13-16		
	+ Travel, transport and directions			C10-12		E3, E6-9, E14-20
	+ Holidays, tourist information and accommodation					E2, E4
	+ Services and shopping abroad			C9		E10-13
	+ Customs, everyday life and traditions in target-language countries and communities*					
Education, Training and Employment	+ School life and routine	A1-9				
	+ Different types of jobs				D1-3,D5,D8-11, D15	
	+ Job advertisements, applications and interviews				D6,D12	
	+ Future plans and work experience				D4,D7,D13,14	
House, Home and Daily Routine	+ Types of home, rooms, furniture and garden	A10-15				
	+ Information about self, family, friends (others)		B1-8	C17,18		
	+ Helping around the house	A16-17				
	+ Food and drink	A18-28				
Media, Entertainment and Youth Culture	+ Sport, fashion and entertainment		B15, B17-25			E21
	+ Famous personalities					E22
	+ The media					
	+ Current affairs, social and environmental issues			C19,20 (Theft)		
Social Activities, Fitness and Health	+ Free time (evenings, weekends, meeting people)		B11,B13,14	C2		
	+ Special occasions		B16,B18,19			
	+ Hobbies, interests and sports		B9,10, B12			
	+ Shopping and money matters		B22-24			
	+ Accidents, injuries, common ailments and health issues (smoking, drugs)	A29-32				
NATIONAL CURRICULUM CONTEXTS		A	B	C	D	E

+ It is expected that all language learning activities will involve an appreciation of the ‘Customs, everyday life and traditions in target language countries and communities’

Appendix 2

Descriptions of modern foreign language attainment targets at National Curriculum levels 1, 2 and 3 (England)

Listening and responding

National Curriculum level 1

Pupils show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly, face to face or from a good quality recording, with no background noise or interference. They may need a lot of help, such as repetition and gesture.

National Curriculum level 2

Pupils show that they understand a range of familiar statements and questions (for example everyday classroom language and instructions for setting tasks). They respond to a clear model of standard language but may need items to be repeated.

National Curriculum level 3

Pupils show that they understand short passages made up of familiar language that is spoken at near normal speed without interference. These passages include instructions, messages and dialogues. Pupils identify and note main points and personal responses (for example, likes, dislikes and feelings), but may need short sections to be repeated.

Speaking

National Curriculum level 1

Pupils respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues.

National Curriculum level 2

Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases (for example, to ask for help and permission). Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.

National Curriculum level 3

Pupils take part in brief prepared tasks of at least two or three exchanges, using visual clues to help them initiate and respond. They use short phrases to express personal responses (for example, likes, dislikes and feelings). Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Reading and responding

National Curriculum level 1

Pupils show that they understand single words presented in clear script in a familiar context. They may need visual cues.

National Curriculum level 2

Pupils show that they understand short phrases presented in a familiar context. They match sound to print by reading aloud single familiar words and phrases. They use books or glossaries to find out the meanings of new words.

National Curriculum level 3

Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or wordprocessed. They identify and note main points and personal responses (for example, likes, dislikes and feelings). They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Writing

National Curriculum level 1

Pupils copy single familiar words correctly. They label items and select appropriate words to complete short phrases or sentences.

National Curriculum level 2

Pupils copy familiar short phrases correctly. They write or word process items (for example, simple signs and instructions) and set phrases used regularly in class. When they write familiar words from memory their spelling may be approximate.

National Curriculum level 3

Pupils write two or three short sentences on familiar topics, using aids (for example, textbooks, wallcharts and their own written work). They express personal responses, (for example likes, dislikes and feelings). They write short phrases from memory and their spelling is readily understandable.

Appendix 3

Task level reference table

(To be read in conjunction with the Assessment pack)

TASK/LEVEL REFERENCE TABLE: French/German/Spanish

<u>Task</u>	<u>Skill</u>	<u>Level</u>	<u>Task</u>	<u>Skill</u>	<u>Level</u>	<u>Task</u>	<u>Skill</u>	<u>Level</u>
Context A								
A1	S	1	A12	R	1	A23	S	3
A2	S	1	A13	W	3	A24	W	2
A3	L	1	A14	S	1	A25	W	3
A4	R	1	A15	L	2	A26	S	3
A5	S	1	A16	S	1	A27	R	2
A6	W	2	A17	L	1	A28	S	3
A7	L	2	A18	R	1	A29	R	1
A8	W	3	A19	W	1	A30	W	1
A9	R	1	A20	S	1	A31	R	1
A10	L	1	A21	S	3	A32	S	1
A11	R	3	A22	L	3			
Context B								
B1	R	3	B10	L	1	B19	W	1
B2	L	3	B11	S	1	B20	S	1
B3	S	1	B12	R	3	B21	R	1
B4	L	1	B13	S	2	B22	L	1
B5	W	3	B14	W	1	B23	S	3
B6	R	2	B15	R	1	B24	L	2
B7	L	3	B16	L	2	B25	W	1
B8	W	3	B17	R	1			
B9	S	1	B18	L	3			
Context C								
C1	L	1	C8	W	2	C15	R	2
C2	L	2	C9	L	2	C16	W	2
C3	R	1	C10	S	3	C17	R	2
C4	S	1	C11	S	2	C18	L	3
C5	L	1	C12	R	1	C19	R	1
C6	W	2	C13	S	2	C20	W	1
C7	R	3	C14	L	1			
Context D								
D1	L	1	D6	R	3	D11	L	1
D2	R	2	D7	L	2	D12	R	3
D3	R	2	D8	R	2	D13	S	3
D4	S	2	D9	R	3	D14	R	3
D5	S	2	D10	S	3	D15	L	3
Context E								
E1	R	1	E9	S	2	E17	S	2
E2	R	2	E10	L	2	E18	S	1
E3	L	2	E11	S	2	E19	R	3
E4	L	2	E12	R	1	E20	W	3
E5	W	3	E13	L	1	E21	R	3
E6	L	2	E14	R	1	E22	W	2
E7	R	3	E15	S	1			
E8	W	2	E16	R	1			

Appendix 4

Learning and teaching requirements for key stages 3 and 4

Learning and teaching requirements for key stages 3 and 4

This specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the National Curriculum for England as listed below:

Acquiring knowledge and understanding of the target language

Pupils should be taught:

- ÷ the grammar of the target language and its application
- ÷ how to express themselves using a range of vocabulary and structures.
- ÷ the principles and interrelationship of sounds and writing in the target language

Developing language skills

Pupils should be taught:

- ÷ how to listen carefully for gist and detail
- ÷ correct pronunciation and intonation
- ÷ how to ask and answer questions
- ÷ how to initiate and develop conversations
- ÷ how to vary the target language to suit context, audience and purpose
- ÷ how to adapt language they already know for different contexts
- ÷ strategies for dealing with the unpredictable
- ÷ techniques for skimming and for scanning written texts for information including those from ICT-based sources
- ÷ how to summarise and report the main points of spoken or written texts, using notes where appropriate
- ÷ how to redraft their writing to improve accuracy and presentation, including the use of ICT.

Developing language-learning skills

Pupils should be taught:

- ÷ techniques for memorising, words, phrases and short extracts
- ÷ how to use context and other clues to interpret meaning
- ÷ to use their knowledge of English or another language when learning the target language
- ÷ how to use dictionaries and other reference materials appropriately and effectively
- ÷ how to develop their independence in learning and using the target language.

Developing cultural awareness

Pupils should be taught about different countries and cultures by:

- ÷ working with authentic materials in the target language, including some ICT-based sources
- ÷ communicating with native speakers
- ÷ considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- ÷ considering the experiences and perspectives of people in these countries and communities

Breadth of study

During key stages 3 and 4, pupils should be taught the **Knowledge, skills and understanding** through:

- ÷ communicating in the target language in pairs and groups, and with their teacher
- ÷ using everyday classroom events as an opportunity for spontaneous speech
- ÷ expressing and discussing personal feelings and opinions
- ÷ producing and responding to different types of spoken and written language, including texts produced using ICT
- ÷ using a range of resources, including ICT, for accessing and communicating information
- ÷ using the target language creatively and imaginatively
- ÷ listening, reading or viewing for personal interest and enjoyment, as well as for information
- ÷ using the target language for real purposes
- ÷ working in a variety of **contexts**, including: Everyday activities, personal and social life, the world around us, the world of work and the International world.

Appendix 5

Sample tasks

AREA OF EXPERIENCE: A**TOPIC: SCHOOL****ASSESSMENT TASK: LISTENING****NAME:****DATE:****MARK:****Teacher's guidelines**

Select 5 commands for the pupil to act out.
You may use others.

1. Ouvre la porte.
2. Ferme la fenêtre.
3. Répète.
4. Lève-toi.
5. Assieds-toi.
6. Viens ici.
7. Ouvre ton classeur/cahier.
8. Ferme ton livre/classeur.
9. Prends ton stylo.
10. Pose ta règle.
11. Regarde le tableau.

AREA OF EXPERIENCE: A

TOPIC: FOOD AND DRINK

ASSESSMENT TASK: WRITING

NAME:

DATE:

MARK:

Dessine un menu!

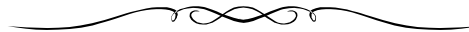
Exemple:

MENU TOURISTIQUE

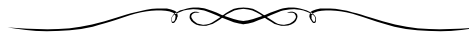
CHARCUTERIE



**BOEUF BOURGUIGNON
LEGUMES
RIZ**



FROMAGE



GLACES

95F

VIN COMPRIS

AREA OF EXPERIENCE: A**NAME:****TOPIC: LIFE AT HOME****DATE:****ASSESSMENT TASK: READING****MARK:****A VENDRE**

La maison a cinq pièces au rez-de-chaussée et quatre pièces au premier étage. Il y a un petit garage à droite de la maison et un grand jardin derrière la maison. La porte d'entrée est marron et les volets sont blancs. La porte du garage est verte.

Dessine la maison ou un plan de la maison



AREA OF EXPERIENCE: A

TOPIC: SCHOOL

ASSESSMENT TASK: SPEAKING

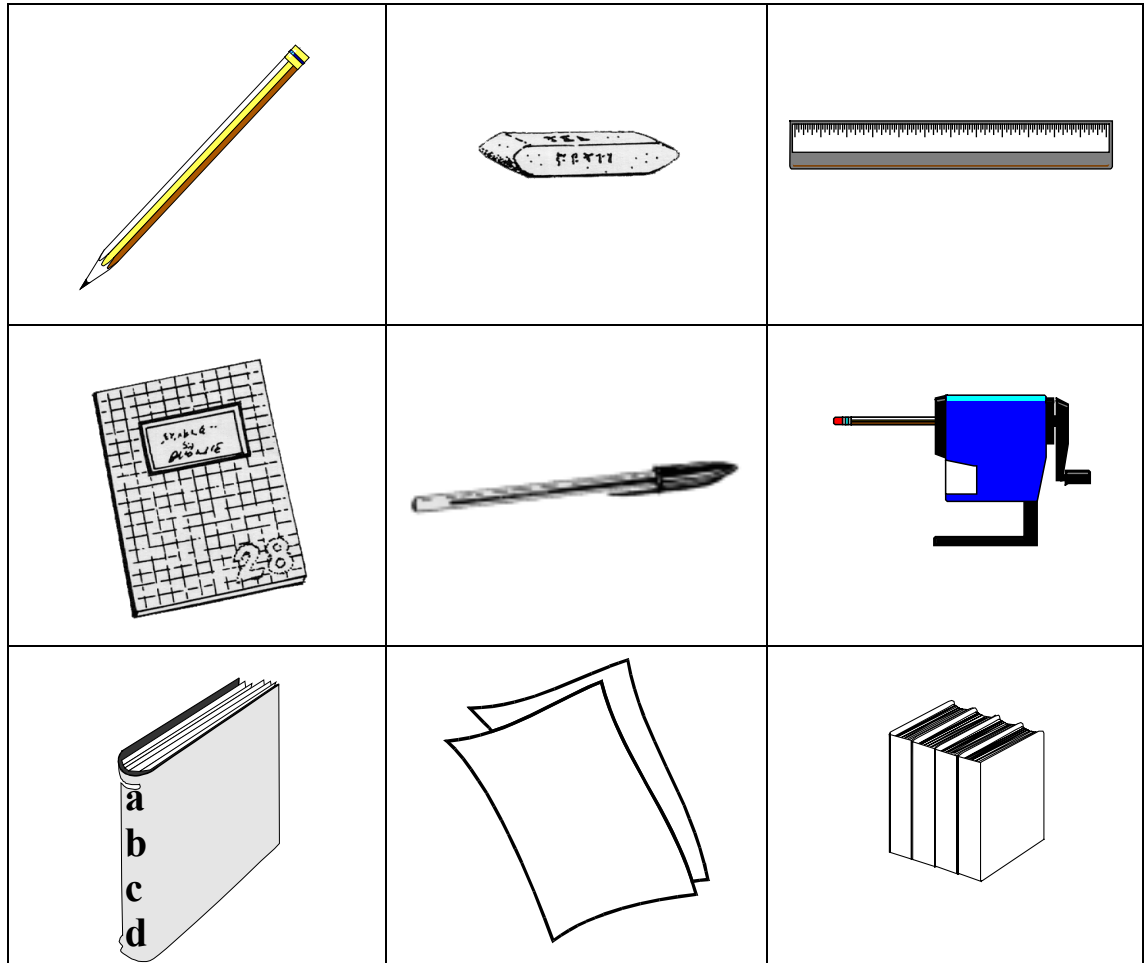
NAME:

DATE:

MARK:



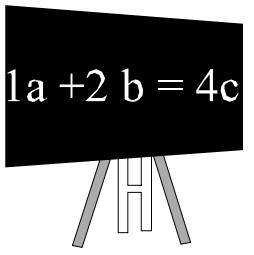

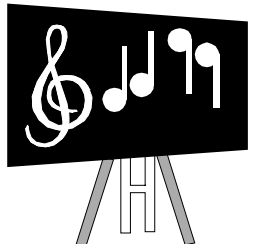
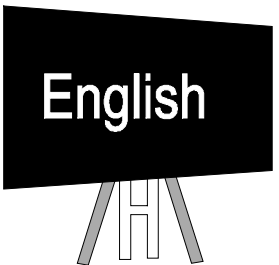
**Du brauchst 5 Sachen.
Frag deine Lehrerin/deinen Lehrer!**

Beispiel: Ich möchte einen Bleistift



<p>AREA OF EXPERIENCE: A</p> <p>TOPIC: SCHOOL</p> <p>ASSESSMENT TASK: WRITING</p>	<p>NAME:</p> <p>DATE:</p> <p>MARK:</p>
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**Wie findest du die Schulfächer?
Warum? Schreib deine Meinung über 4 Fächer.**

<p>(1)</p> 	<p>(2)</p> 	<p>(3)</p> 
<p>(4)</p> 	<p>(5)</p> 	<p>(6)</p> 

Beispiel: Ich liebe Geschichte. Geschichte ist interessant.

1. _____

2. _____

3. _____

4. _____

AREA OF EXPERIENCE: A**NAME:****TOPIC: LIFE AT HOME****DATE:****ASSESSMENT TASK: READING****MARK:****Zu verkaufen**

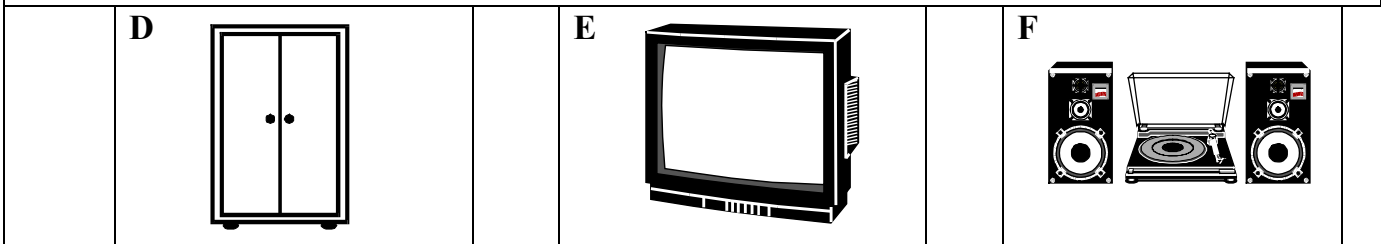
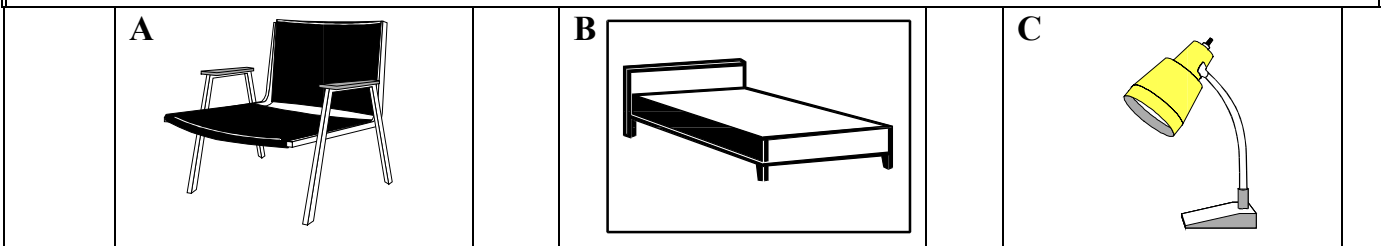
Das Haus hat fünf Zimmer im Erdgeschoß und vier Zimmer im ersten Stock. Rechts vor dem Haus steht eine kleine Garage. Hinter dem Haus liegt ein großer Garten. Die Haustüür ist braun und die Fenster sind weiß. Die Garagentür ist grün.

Zeichne das Haus oder einen Plan des Hauses.

AREA OF EXPERIENCE: A	NAME:
TOPIC: LIFE AT HOME	DATE:
ASSESSMENT TASK: SPEAKING	MARK:

¿Qué hay en tu dormitorio?

Ejemplo: Hay una cama.



AREA OF EXPERIENCE: A

NAME:

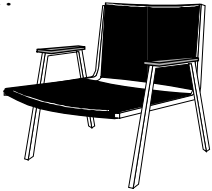
TOPIC: LIFE AT HOME

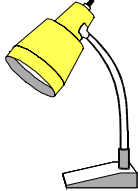
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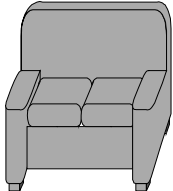
ASSESSMENT TASK: LISTENING

MARK:

En la tienda de muebles

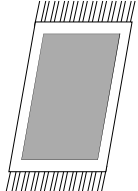
1. 


2. 

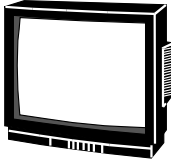
3. 

Precio:

- A 1,500 pts
- B 2,500 pts
- C 7,000 pts
- D 12,500 pts
- E 16,000 pts
- F 30,000 pts
- G 15,000 pts

4. 

5. 

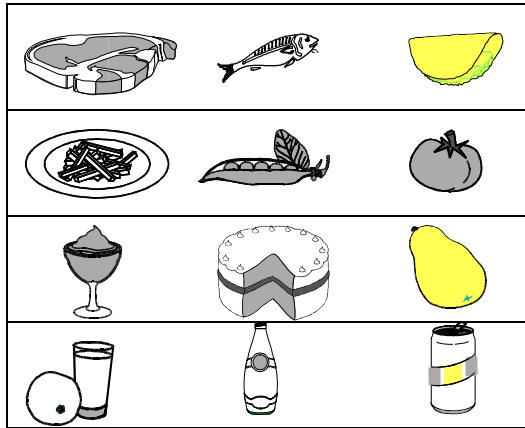
6. 

Ejemplo: 1. B 2. ___
 3. ___ 4. ___
 5. ___ 6. ___

<p>AREA OF EXPERIENCE: A</p> <p>TOPIC: FOOD AND DRINK</p> <p>ASSESSMENT TASK: SPEAKING</p>	<p>NAME:</p> <p>DATE:</p> <p>MARK:</p>
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Tu pareja está en el restaurante (B). Tu eres el camarero/la camarera (A)..

A. Buenos Dias ¿.qué desea?



¿Y de verdura?

¿Quiere postre?

¿ Y para beber?



B.

