

**GCE**

**Portuguese**

Unit **F887**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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



This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotation	Meaning of annotation
	Unclear word or sentence.
	Omission of word or point.
	Wrong answer.
	Odd or incorrect grammar.
	Inaccurate language.
	Good language.
	Correct answer.
	Lifted material.
	Irrelevant point or detail.
	Benefit of doubt.
	Invalid answer.
	Repetition

1. Subject specific marking instructions

- **Where applicable, accept any variant of the Portuguese language – it must be consistent.**
- **Accept new and old spellings – as long as the whole is consistent.**
- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 7 and 8. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

SECTION A: LISTENING AND WRITING

TASK 1: ESTRADA FORA

Question		Answer/Indicative content	Mark	Guidance
1	(a)	A	1	<b>Multi-choice</b>  Marks entered individually.  Use a tick for a correct answer. Use a cross for an incorrect answer.  Enter 1, 0 or NR as appropriate.
	(b)	C	1	
	(c)	B	1	
	(d)	C	1	
	(e)	C	1	
	(f)	A	1	
	(g)	B	1	
	(h)	A	1	
	(i)	B	1	
	(j)	C	1	
	(k)	A	1	
	(l)	B	1	

## TASK 2: ABERTURA DE NOVAS CICLOVIAS

Question		Answer/Indicative content	Mark	Guidance
2	(a)	extensos	1	<b>Gap-fill</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	(b)	cicloviás	1	
	(c)	oportunidade	1	
	(d)	passeios	1	
	(e)	bicicleta	1	
	(f)	introdução	1	
	(g)	centena	1	
	(h)	novos	1	
	(i)	cinco	1	
	(j)	elevará	1	
	(k)	posição	1	
	(l)	permitirá	1	
	(m)	paisagem		

**Task 3: A COMPETITION****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- For single mark questions use a tick (✓) for a correct answer and enter 1, 0 or NR. Crosses (X) may also be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (X). Use **BOD** or NBOD when you have had to think and decided to award or not to award the mark. Also use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Portuguese get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer/Indicative content	Mark	Guidance	
				Accept	Do not accept
3	(a)	(Year 7 to Year 12) students	1	Must be implicit school context and academic year.	
	(b)	To encourage artistic creation (1) in emerging arts (1)	2	“in comic strips, digital and plastic arts and graphic design”	
	(c)	Deadline for enrolment	1	“enter in...”	
	(d)	Enrol without a teacher’s support / present work individually or as a group	1		
	(e)	They cover different art forms	1		
	(f)	(i) By hand (1) or by post (1)	2		
		(ii) Headquarters of CAI	1	Club, CAI	
		(iii) Enrolment form (1), ID (1), application letter (1)	3	registration/application form/sheet	Registration file, candidate letter,
	(g)	All the work will go to the National Museum (1) a sample / small amount (1) will go to Mozambique / abroad (1)	3		

**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.

**Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

<b>GRID H.1</b>	<b>COMMUNICATION 10 marks AO2</b>
<b>9–10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7–8</b>	<b>Three quarters</b> of the points conveyed.
<b>5–6</b>	<b>Half</b> of the information successfully conveyed.
<b>3–4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0–2</b>	<b>Very little</b> or no information conveyed.

**Annotations:**

In the margin, use a tick ( ) to show that a point has been fully and successfully conveyed

If an element of the point has been omitted, use the caret sign ( ^ ).

Use BOD with the tick ( BOD ), if you had some doubt about awarding the point but decided to in the end.

Use NBOD if you considered awarding the point but decided not to in the end.

If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross ( ) in the margin.

Use a cross ( ) when a word in the response invalidates an otherwise acceptable answer.

The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.

Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

If you have used BOD or NBOD you may adjust the marks up or down.

QoL: Read response again and assess for language.

**TASK 4: EMAIL IN PORTUGUESE**

Question		Answer/Indicative content	Mark	Guidance	
				Accept	Do not accept
4	1	Gostaria de agradecer o vosso/seu interesse no meu projeto.	1	Gostava de...	
	2	Fiquei muito orgulhoso/a por representar o país na exposição de arte.	1		
	3	Regressei a Portugal na semana passada.	1		
	4	O que preciso de fazer para recuperar o meu trabalho?	1	Preciso de...	
	5	É necessário preencher mais algum formulário?	1	mais alguma coisa, documento, papel, impresso...	“forma”
	6	O meu trabalho será enviado para a minha escola ou para mim?	1	vai demorar	
	7	Quanto tempo demorará a chegar?	1	Haverá/ Vão haver	
	8	Há outros concursos como este em que me possa inscrever?	1		
	9	Tenho algumas ideias para outro projeto.	1		
	10	Por favor, enviem-me a resposta por correio electrónico.	1	por e-mail	
		<b>Total</b>	<b>10</b>		



**QoL: Read response again and assess for language.**

**Annotations:** do not annotate.

**Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY	10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>	
5–6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>	
3–4	Evidence of gaps in basic grammar. <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.	
0–2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	

Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
4 QL	1	Gostaria de agradecer o vosso/seu interesse no meu projeto.			<p><b>Grid C2</b> <b>9-10</b> Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.</p> <p><b>7-8</b> <b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b></p> <p><b>5-6</b> Shows evidence of <b>fair understanding of grammatical usage. Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b></p> <p><b>3-4</b> Evidence of <b>gaps in basic grammar. Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.</p> <p><b>1-2</b> <b>Little evidence of grammatical awareness. Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.</p>
	2	Fiquei muito orgulhoso/a por representar o país na exposição de arte.			
	3	Regressei a Portugal na semana passada.			
	4	O que preciso de fazer para recuperar o meu trabalho?			
	5	É necessário preencher mais algum formulário?			
	6	O meu trabalho será enviado para a minha escola ou para mim?			
	7	Quanto tempo demorará a chegar?			
	8	Há outros concursos como este a que possa me inscrever?			
	9	Tenho algumas ideias para outro projeto.			
	10	Por favor, enviem-me a resposta por correio electrónico.			
Total			10		

**SECTION B: READING AND WRITING**  
**TASK 5: JOGOS OLÍMPICOS 2016**

Question		Answer	Mark	Guidance
5	(a)	inaugurou	1	<b>Gap-fill / Multi-choice</b>  Marks entered individually.  Use a tick for a correct answer. Use a cross for an incorrect answer.  Enter 1, 0 or NR as appropriate.
	(b)	para	1	
	(c)	estrutura	1	
	(d)	equivalente	1	
	(e)	durante	1	
	(f)	antecipam	1	
	(g)	entre	1	
	(h)	predominantes	1	
	(i)	escolhido	1	
	(j)	embora	1	
		Total	10	

## TASK 6:

Question		Answer/Indicative content	Mark	Guidance
6	(a)	abandonam	1	<b>Gap-fill</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	(b)	venda	1	
	(c)	interesse	1	
	(d)	frequentar	1	
	(e)	crescer	1	
	(f)	porque	1	
	(g)	formar-me	1	
	(h)	tarde	1	
	(i)	carteira	1	
	(j)	interrupções	1	
		Total	10	

**TASK 7: O USO DO TELEMÓVEL****Task specific guidance**

- The response appears on the screen twice: once with each question shown separately to be marked for comprehension, once has a whole page for you to assess the QoL.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point-by-point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer. Use a caret sign (λ) to show that part of the answer has not been given.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but mark the text with LM and exclude from Quality of Language assessment.
- Use INVL for an invalid answer.

Question		Answer/Indicative content	Mark	Guidance	
				Accept	Do not accept
7	(a)	A rapidez de acesso ao mundo.	1	Must include idea of speed/quickness	
	(b)	Ficamos agitados/perturbados.	1		
	(c)	Dados preocupantes sobre o número de horas que os jovens passam ao telemóvel	1	“os rapazes usam o telemóvel durante mais tempo do que as raparigas”	
	(d)	As preocupações dos pais (1) com o vício dos jogos de telemóvel/ com os maus hábitos (1) e a segurança dos filhos. (1)	3	celular	
	(e)	A crianças entre os 5 e os 10 anos.	1	Must include <b>between</b> 5-10	
	(f)	O software.	1	“programas de computador”	
	(g)	(i) Vigiar as horas de acesso às aplicações; (1) (ii) Saber onde está o telefone; (1) (iii) Controlar chamadas e mensagens. (1)	3		
	(h)	À medida que a criança cresce, (1) devem ajustar-se as interferências na privacidade. (1)	2		
	(i)	É inútil / Pode ser inútil (1) pois não garante que atendam o telefone (1)	2		
	(j)	A empatia e a criatividade nas relações humanas.	1		
	(k)	(i) A sensação de segurança (1) (ii) e a falta de confiança nas instituições. (1)	2		
	(l)	A criança fica mais dependente.	1		
	(m)	Não ensina valores nem atitudes.	1		
		<b>Total</b>	<b>20</b>		

Assessing **Quality of Language**

- a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2.
- b. Apply Grid C.2 and enter the mark.
- c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
  - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
  - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

**TASK 8: AJUDA ENTRE GERAÇÕES****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

**Task 8a Comprehension. Grid I [10 marks]****a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use LM to show lifted language. Only phrases of 5 words or more should be counted as lifted language.



## Task 8a Comprehension. Grid I [10 marks]

Question			Answer	Mark	Guidance	
					Content	Levels of response
8	a	1	A crise económica gera cada vez mais jovens desempregados, com empregos instáveis ou com salários baixos.			<b>Grid I COMPREHENSION OF TEXT 9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.  <b>7-8</b> Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.  <b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.  <b>3-4</b> Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.  <b>0-2</b> No relevant information or supplies one or two relevant points from the original passage.
		2	Isso faz as famílias jovens terem dificuldade em ser economicamente independentes.			
		3	O que os obriga a voltar a casa dos pais, levando consigo os seus próprios filhos.			
		4	A industrialização e as migrações afastaram as famílias.			
		5	Que mesmo dentro das cidades viviam isoladas.			
		6	E isto ameaçava a união familiar e a entreajuda.			
		7	Mas hoje as necessidades aproximam as famílias.			
		8	Em vez de a casa ficar vazia, quando os filhos se tornam independentes dos pais.			
		9	As casas familiares ficam cheias, por vezes demais.			
		10	Esta aproximação forçada nem sempre é positiva.			
			<b>Total</b>	<b>10</b>		

## Task 8(b) Response Grid J [20 marks]

Question		Answer	Mark	Guidance	
				Content	Levels of response
8	b	<p>No Indicative Content – personal response</p> <p><b>Note:</b> to get access to the full range of marks, candidates need to express their opinion about today’s diverse types of family and family relationships.</p> <p>There must be a personal response to the topic.</p>		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively.</p> <p>The number of ticks you have awarded and the way they spread (i.e. number of developments per opinion / personal response) may indicate a mark band. You must then use your professional judgement to fine-tune your marking. You may look at the quality of the candidate’s points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two.</p> <p>Enter your mark.</p> <p>Use the green tick in the margin to show each opinion / personal response and a green tick in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</p>	<p><b>Grid J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with <b>well-developed points of view</b> which show <b>insight, originality and imagination</b>.</p> <p><b>12-15</b> Expresses <b>points of view</b> that are <b>consistently developed</b> and <b>respond to the requirements</b> of the task. Shows <b>some originality and/or imagination</b>.</p> <p><b>8-11</b> Expresses <b>points of view</b> that <b>respond to the requirements</b> of the task. Some of these <b>may be developed</b> and there may be <b>some originality and/or imagination</b>.</p> <p><b>4-7</b> Manages <b>the beginning of a response to the requirements</b> of the task. <b>May have difficulty in expressing and/or developing points of view</b>.</p> <p><b>0-3</b> <b>Very short. May not go beyond points of view already expressed</b> in the original text.</p>
		<b>Total</b>	<b>20</b>		

## Task 8(a)+(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
<b>8 a + b</b>	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, since vocabulary and structures have already been assessed under Grid F.2. If you wish you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9-10	<b>Effective and confident use of a wide range</b> of vocabulary and idiom with a <b>variety of complex sentence structures</b> .
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas</b> .	7-8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5-6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5-6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a <b>restricted range of vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<b>Only simple sentence patterns</b> . <b>Very limited</b> vocabulary. Very limited range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

## Tarefa 1

(Speakers: **João**: Male, Portuguese; **Interviewer**: Female, Brazilian)

## ESTRADA FORA

**I:** João, que destinos de férias prefere?

**J:** Sou louco por desportos aquáticos e um dos meus destinos de eleição é, claro, Hossegor, onde há as melhores ondas de França. Também acho imprescindível ir às Rías Altas, na Galiza. Para mim, reúnem, numa escala reduzida, o essencial, com vilas piscatórias que se estendem até à Cantábria. Em regra, fico aqui e ali, em hotéis, pousadas ou parques de campismo. Até no carro já dormi.

**I:** O que mais o apaixonava nas viagens?

**J:** Sou apaixonado por história, monumentos e património, uma das minhas primeiras experiências foi uma aventura ao volante ao longo da costa marroquina, com duas amigas. Queria ver o património que os portugueses construíram e ser surpreendido pelo legado deixado em Marrocos. O que mais me impressionou foi como os marroquinos tomaram posse do património português, sem profanarem os símbolos.

**I:** Por onde andaram em Marrocos?

**J:** A primeira noite foi passada em Rabat, uma cidade muito francesa, desenhada a esquadro, que fica do outro lado de Salé, esta fundada por portugueses e antes conhecida por «cidade dos piratas». Seguimos caminho para Casablanca, que rapidamente deixámos para trás, porque, em comparação, nos pareceu suja e desorganizada. E só voltámos a encantar-nos em El Jadida, a antiga Mazagão, com a sua cisterna portuguesa e a catedral transformada em mesquita. Voltámos à estrada, continuámos para sul e ainda chegámos às primeiras areias do deserto perto de Safi, com a sua muralha. Podia ser Évora, se Évora fosse no mar.

**I:** Porque opta pelo carro como principal meio de conhecer o mundo e fazer férias?

**J:** Quer em Portugal, quer no estrangeiro, não faltam bons percursos de férias para se fazer ao volante sem gastar muito dinheiro. É uma ideia que faz parte do imaginário: ir pela estrada fora é uma espécie de hino à liberdade. É escolher o percurso mais inspirador e partir, ao som da nossa banda favorita. Uns levam malas, outros não esquecem as tendas e mochilas, eu transporto as pranchas de surf. E gosto de ir contra corrente: se vão todos para sul, vou para norte.

**Tarefa 2**

(Speakers: **F** = Female, Portuguese; **M** = Male, Brazilian)

**M: ABERTURA DE NOVAS CICLOVIAS****M:**

Os roteiros turísticos de bicicleta despontam como opção alternativa para conhecer os destinos do nosso Brasil. Afinal, temos hoje mais de 1,6 mil quilômetros de malha ciclo-viária e agências especializadas em visitas guiadas sobre duas rodas, de forma a revelar ao viajante um novo olhar sobre as nossas cidades.

**F:**

A Secretaria de Turismo, Esportes e Lazer planeja implantar o compartilhamento de mais 105 bicicletas públicas em Brasília, das quais três para deficientes visuais e duas para deficientes físicos. Para o efeito serão sinalizados 30 espaços para realização de trilhas, com uso compartilhado entre pedestres e ciclistas, com placas indicativas em dois idiomas: português e inglês.

**M:**

De acordo com um levantamento feito pela União de Ciclistas do Brasil (UCB) em 14 cidades brasileiras, Brasília passará a ser assim a cidade com a maior quantidade de ciclovias do país: 440 quilômetros.

**F:**

“De bicicleta, o turista passa a entender o espaço urbano sobre uma nova perspectiva, algo que não seria possível em um passeio de carro ou de ônibus.”, diz Graco Santos, um empresário que começou recentemente a oferecer o serviço na capital.

**M:**

Os novos roteiros turísticos aumentarão exponencialmente o uso deste meio de transporte no país e, ao mesmo tempo, beneficiarão o turismo, ao oferecer mais infraestruturas e segurança para este tipo de turista.

**Tarefa 3**

(Speakers: **T** = Title in English; **M** = Male, Portuguese; **F** = Female, Brazilian)

**T: A COMPETITION****M:**

Está aberto o concurso “Jovens Criadores”, promovido pelo Clube de Artes e Ideias ou CAI. *(Brief pause)* Destinada a alunos do 7º ao 12º ano, a competição visa incentivar a criação artística em áreas emergentes, designadamente: a banda desenhada, as artes digitais, as artes plásticas e o design gráfico. *(Brief pause)* A data limite de inscrição é o dia 30 de outubro. *(Brief pause)*

**F:**

Os concorrentes do ensino secundário, com idades compreendidas entre os 15 e os 17 anos poderão apresentar as suas candidaturas, individualmente ou em grupo, dispensando a tutoria de um professor. *(Brief pause)* Os alunos do ensino básico, dos 12 aos 14 anos, devem fazer a sua candidatura com a orientação de um professor. *(Brief pause)* Se os concorrentes entenderem que o seu trabalho possui características artísticas mistas, poderão apresentar o mesmo projeto em várias áreas, mediante a apresentação de uma inscrição por área. *(Brief pause)*

**M:**

Os dossiês de candidatura ou as obras originais deverão ser entregues em mão ou pelo correio para a sede do clube CAI. *(Brief pause)* Devem ser acompanhados de uma ficha de inscrição, documentos de identificação e uma carta de candidatura. *(Brief pause)* Os projetos vencedores serão exibidos no Museu Nacional de Arte Moderna; posteriormente, será selecionada uma amostra de representantes para eventos internacionais, como a exposição de arte da Comunidade de Países de Língua Portuguesa, em Moçambique.

Em caso de dúvidas contata o Clube de Artes e Ideias.

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