

# GCSE

Specification

## Spanish

**Full Course – for exams June 2010 onwards  
and certification June 2011 onwards**

**Short Course – for exams June 2010 onwards  
and certification June 2010 onwards**



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# 1 Introduction

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Spanish?

- To develop language skills in a variety of contexts.
- Flexible, unitised structure allows students to maximise achievement.
- Choice of contexts and purposes for Writing and Speaking units.
- Listening and Reading assessments carry forward structure of existing specification, offering continuity for teachers.
- Embraces opportunities offered by new subject criteria to lessen the stress of assessment in Speaking.
- Builds on the KS3 study and prepares students for further study, eg. Short Course leading to Full Course; Full Course to AS; then AS to A2 etc.

## 1.3 How do I start using this specification?

### Already using the existing AQA Spanish specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**[http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority is not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

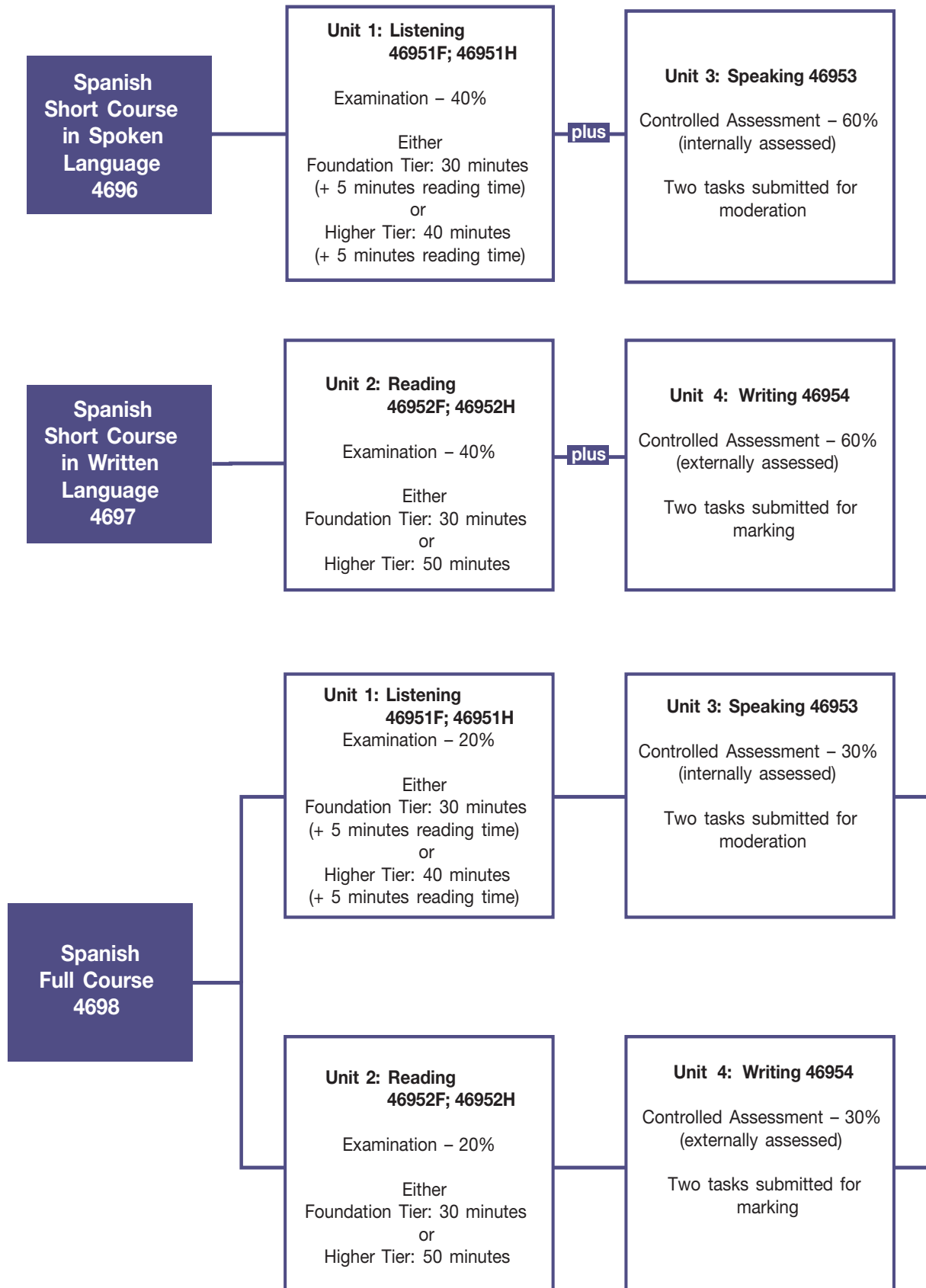
### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

## 2 Specification at a Glance



Listening and Reading are tiered; candidates can enter for **either** Foundation **or** Higher Tier in any available series. Speaking and Writing are untiered.

# 3 Subject Content

## 3.1 Contexts and purposes

The Contexts and Purposes below apply to all four units, although for Speaking and Writing centres and/or students may choose a context or purpose of their own.

The purposes are presented according to the contexts and topics in which they may occur. It will be possible for students to carry out these purposes using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The purposes are not defined by tier and all purposes should be seen as available, at differing levels of fulfilment, at both Foundation and Higher. Some purposes assume situations where requirements and responses are generally predictable and use familiar language. Other purposes involve general issues and opinions which can be treated in more or less complex ways with different groups of learners and allow for differentiated levels of response from mixed ability groups. For all purposes, students will be expected, as they progress linguistically, to:

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

The purposes are described with respect to individual contexts (eg Lifestyle) and within particular topics (eg Relationships and Choices). Purposes should be considered transferable, as appropriate, to any other context or topic.

**Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people, including people in countries/communities where Spanish is spoken.**

### Lifestyle

#### Health

- Healthy and unhealthy lifestyles and their consequences

#### Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

**Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people, including people in countries/communities where Spanish is spoken.**

### Leisure

#### Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

#### Holidays

- Plans, preferences, experiences
- What to see and getting around

**Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people, including people in countries/communities where Spanish is spoken.**

### Home and Environment

#### Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

#### Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

**Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people, including people in countries/communities where Spanish is spoken.**

### Work and Education

#### School/College and Future Plans

- What school/college is like
- Pressures and problems

#### Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

## 3.2 Unit 1: Spanish listening 46951F; 46951H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier      30 minutes      35 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and may include reference to past, present and future events and some unfamiliar language. Students will be expected to identify main points and extract details and points of view.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier      40 minutes      40 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Students will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, draw conclusions and summarise what they have heard.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard.

The appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors.

## 3.3 Unit 2: Spanish reading 46952F; 46952H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier      30 minutes      35 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has read.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier                      50 minutes                      45 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative. Students will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise points of view, attitudes and emotions and to draw conclusions.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has read.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

### 3.4 Unit 3: Spanish speaking 46953

30% of the marks

60 marks

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. Students must not submit the same task for Speaking and Writing.

#### Assessment Criteria Per Task

	Marks
<b>Communication</b>	10
<b>Range and Accuracy of Language</b>	10
<b>Pronunciation and Intonation</b>	5
<b>Interaction and Fluency</b>	5
<b>TOTAL</b>	30

Marks	Communication
9–10	<b>Very Good</b> Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7–8	<b>Good</b> A good amount of information and points of view are conveyed and regularly developed.
5–6	<b>Sufficient</b> A reasonable amount of information and points of view are conveyed and sometimes developed.
3–4	<b>Limited</b> Some simple information and opinions are conveyed. Few responses are developed.
1–2	<b>Poor</b> Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9–10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7–8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5–6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3–4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1–2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Communication. (See tables below).
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

Communication	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1–2	1–2	1–4
3–4	1–3	1–6
5–6	1–4	1–8
7–8	1–5	1–10
9–10	1–5	1–10

### Controlled Assessment Tasks

See Appendix E for exemplar tasks.

#### Task Setting – Limited Control

Students are required to complete two tasks, of equal weighting. Teachers may use the exemplar tasks provided in Appendix E of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests.

##### Adapting Exemplar Tasks

Teachers may adapt the exemplars in the following ways.

*Exemplar A (i)* – the task must be an interview. It could be adapted to be an interview with, for example, a celebrity. Please see Appendix E, example A ii).

*Exemplar B (i)* – the task must be a conversation. The exemplar is drawn from the context 'Leisure'. It could be adapted to be a conversation drawn from a different context, eg a special occasion celebrated in the home from 'Home and Environment', or from a different aspect of the 'Leisure' context, eg Holidays. It could be drawn from outside the range of contexts listed in the specification. Please see Appendix E, example B ii).

Controlled assessment advisers will be available to provide guidance to centres.

##### Devising Tasks

Teachers may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above use a variety of structures which may relate to past and future events and express points of view, present information and show ability to deal with some unpredictable elements. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, to narrate events, producing extended sequences of speech. For students aiming to achieve

grade F, teachers must ensure that tasks offer the opportunity to take part in simple conversations, present simple information and express opinion.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

##### General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

#### Task Taking – Medium Control

All three stages below must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others, eg in conversational groups but students must provide an individual response.

##### Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task. There is no time limit for this stage. Students may make use of reference materials and resources of all kinds including course books, dictionaries and internet resources as part of these teaching and learning activities.

The teacher's involvement is not limited at this stage.

##### Stage Two

This stage begins when students are given the task. The teacher should discuss the task with the students, including the kind of language they might need and how to use their preparatory work. There must be no other support from the teacher. Students may have

access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

### Stage Three

This stage is when students produce the final version.

Duration – Each task should last between 4 and 6 minutes.

Further guidance is provided in the Controlled Assessment Handbook.

## Task Marking – Medium Control

Teachers must mark the controlled assessment tasks using the assessment criteria provided in this specification.

Centres will be required to record an adequate sample of tasks to provide sufficient evidence for moderation. Further guidance is provided in the Controlled Assessment Handbook.

## 3.5 Unit 4: Spanish writing 46954

30% of the marks

60 marks

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while writing up their final version under supervision.

### Assessment Criteria

Content	
Marks	Criteria
13–15	<b>Very Good</b> Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10–12	<b>Good</b> Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7–9	<b>Sufficient</b> Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4–6	<b>Limited</b> Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1–3	<b>Poor</b> Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Marks	Criteria
9–10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7–8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5–6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3–4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1–2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1–3	1–4	1–2
4–6	1–6	1–3
7–9	1–8	1–4
10–12	1–10	1–5
13–15	1–10	1–5

Accuracy	
Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

## Controlled Assessment Tasks

See Appendix F for exemplar tasks.

### Task Setting – Limited Control

Students are required to complete two different types of task to ensure that they use language for different purposes. Teachers may use the exemplar tasks provided in Appendix F of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests. The tasks are equally weighted.

#### Adapting Exemplar Tasks

Teachers may adapt exemplar tasks in the following ways.

#### Exemplar Task 1

'My life as a celebrity' could be adapted to 'My life as a teenager' or 'My ideal day' as a blog for a web page. Suggested content for 'My life as a teenager' could be:

- introduce yourself
- how your day starts
- what you drink and eat
- the people you meet during the day
- how does your day end

### Exemplar Task 3

'Holidays' could be adapted to be 'An account of a special occasion' produced for a family web page. Suggested content for 'An account of a special occasion' could be:

- reason for the celebration
- where it took place
- the people involved and what you think about them
- what you had to eat and drink
- what else happened
- best memory of the day and why

Controlled assessment advisers will be available to provide guidance to centres.

### Devising Tasks

Centres may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above include a variety of structures which may include different tenses or time frames and express points of view as well as communicate information. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, producing a variety of vocabulary, structures and verb tenses. For students aiming to achieve grade F, teachers must ensure that tasks offer the opportunity to express simple opinions using simple sentences and usually convey the main points.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

### General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

## Task Taking – High Control

### Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task.

There is no time limit for this stage. Students may make use of reference materials and resources of all kinds including course books, dictionaries and internet resources. The teacher's involvement is not limited at Stage One.

### Stage Two

This stage begins when students are given the task. This stage must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others but students must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. During Stage Two, students may have access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

### Stage Three

This stage is when students produce the final version.

Students must spend no more than 60 minutes, per task, on writing the final version. This must be completed in one single assessment session.

Students aiming at grades G–D should produce 200–350 words across the two tasks;

Students aiming at grades C–A\* should produce 400–600 words across the two tasks.

Students must be in the direct sight of the supervisor at all times when writing up the final version.

Further guidance is provided in the Controlled Assessment Handbook.

## Task Marking – High Level of Control

The awarding body marks the controlled assessment.

## 3.6 Grammar

GCSE candidates will be expected to have acquired knowledge and understanding of Spanish 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.

### Foundation Tier

#### Nouns:

gender  
singular and plural forms

#### Articles:

definite and indefinite  
*lo* plus adjective (R)

#### Adjectives:

agreement  
position  
comparative and superlative: regular and *mayor*, *menor*, *mejor*, *peor*  
demonstrative (*este*, *ese*, *aquel*)  
indefinite (*cada*, *otro*, *todo*, *mismo*, *alguno*)  
possessive, short form (*mi*)  
possessive, long form (*mío*) (R)  
interrogative (*cuánto*, *qué*)

#### Adverbs:

formation  
comparative and superlative: regular  
interrogative (*cómo*, *cuándo*, *dónde*)  
adverbs of time and place (*aquí*, *allí*, *ahora*, *ya*)  
common adverbial phrases

**Quantifiers/Intensifiers** (*muy*, *bastante*, *demasiado*, *poco*, *mucho*)

#### Pronouns:

subject  
object (R)  
position and order of object pronouns (R)  
reflexive  
relative: *que*  
relative: *quien*, *lo que* (R)  
disjunctive (*conmigo*, *para mí*)  
demonstrative (*éste*, *ése*, *aquél*, *esto*, *eso*, *aquello*)  
indefinite (*algo*, *alguien*)  
interrogative (*cuál*, *qué*, *quién*)

#### Verbs:

regular and irregular verbs, including reflexive verbs  
all persons of the verb, singular and plural

modes of address: *tú* and *usted*  
radical-changing verbs  
negative forms  
interrogative forms  
reflexive constructions (*se puede*, *se necesita*, *se habla*)  
uses of *ser* and *estar*  
tenses: present indicative  
present continuous  
preterite  
imperfect: in weather expressions with *estar*, *hacer*  
imperfect (R)  
immediate future  
future (R)  
perfect: most common verbs only  
conditional: *gustar* only in set phrases  
pluperfect (R)

gerund (R)

imperative: common forms including negative subjunctive, present (R) in certain exclamatory phrases (*¡Viva!* *¡Dígame!*)  
subjunctive, imperfect: *quisiera*  
impersonal verbs: most common only

#### Prepositions:

common, including personal *a*, *por* and *para*

#### Conjunctions:

common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

#### Number, quantity, dates

#### Time:

use of *desde* *hace* with present tense (R)

### Higher Tier

All grammar and structures listed for Foundation Tier, as well as:

#### Articles:

*lo* plus adjective

#### Adjectives:

comparative and superlative  
possessive, short and long forms (*mi*, *mío*)  
relative (*cuyo*)

#### Adverbs:

comparative and superlative

#### Pronouns:

object  
position and order of object pronouns

relative: all other uses including *quien, lo que, el que, cual*  
possessive (*el mío, la mía*)

### Verbs:

tenses: future

imperfect

imperfect continuous

perfect

pluperfect

conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)

imperfect subjunctive (R)

### Time:

use of *desde hace* with present tense

use of *desde hace* with imperfect tense (R)

## 3.7 Communication strategies

Whilst it is useful for learners to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Spanish, or which they themselves might need to use. For this reason they will need to develop communication strategies which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

### Strategies for Understanding

- a. **Ignoring words which are not needed for a successful completion of the task set.** Many tasks contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the learner may not understand a point in one form of words and understand it fully in another. Learners can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and to complete communication tasks and ignoring the rest.
- b. **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures. That is why texts are presented, wherever possible, in the examination in their original format.
- When reading and listening, pupils can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word *camioneta* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *La camioneta salió de la carretera y chocó con un árbol.*

- c. **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective, etc.) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.
- d. **Making use of the social and cultural context.** Another aid to correct inferencing is for learners to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences. This is one reason why it is important for a Spanish course to develop awareness and understanding of countries and communities where Spanish is spoken.
- For example, the learner who knows that the *Día de Reyes* is the 6 January will be able to deduce from *día 5 de enero, víspera de Reyes* that *víspera* means 'the eve of' or 'the day before'.
- e. **Using common patterns within Spanish.** Knowledge of the following patterns of word formation in Spanish will be assumed. Candidates will be expected to be able to make use of these patterns in both directions: so, using the fifth bullet below, a knowledge of *pastel* should permit understanding of *pastelero* and vice versa.
- *-ito/-ita* and *-illo/-illa* endings used to form diminutives (e.g. *casa – casita, perro – perrito, mesa – mesilla*);
  - *-ón/ona* suffix used to form augmentatives (e.g. *cuchara – cucharón, mujer – mujerona*);
  - *-mente* suffix used to form adverbs (e.g. *rápido – rápidamente, total – totalmente*);
  - *re-* prefix (e.g. *leer – releer, crear – recrear, nacimiento – renacimiento*);

- -ero/-era endings and -ería ending (e.g. *reloj – relojero – relojería, fruta – frutero – frutería*);
  - des- and in- im- prefixes (e.g. *hacer – deshacer, conocido – desconocido, correcto – incorrecto, posible – imposible*);
  - -able ending applied to verbs (e.g. *imaginar – imaginable, admirar – admirable*);
  - -ión and -ción endings applied to verbs (e.g. *producir – producción, animar – animación*);
  - -oso/-osa ending applied to nouns (e.g. *montaña – montañoso, ruido – ruidoso, lluvia – lluvioso*);
  - -dor/-dora ending applied to verbs to form nouns and adjectives (e.g. *hablar – hablador, trabajar – trabajador*);
  - -eza, -dad and -ura endings applied to adjectives (e.g. *limpio – limpieza, noble – nobleza, sucio – suciedad, honesto – honestidad, hermoso – hermosura, loco – locura*);
  - Compound words (e.g. *abrelatas, abrebotellas*);
  - -ante and -iente endings applied to verbs (e.g. *protestar – protestante, corresponder – correspondiente*).
- f. **Words which have the same or a similar form in both languages.** There are, of course, a few 'false friends' (e.g. *largo, sensible, actual*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Spanish can, with practice, make good use. These fall into two main categories:
- There are very many words which have exactly the same form, and essentially the same meaning, in Spanish and in English (e.g. *animal, horrible, central, principal*). When such words occur in a context and the learners can be expected to understand them in English, they will be expected also to understand them in Spanish;
  - Learners will also be expected to understand vocabulary items which meet the criteria in the bullet point above, but which differ slightly in their written form in Spanish, usually by the addition of one or more accents and/or the omission of a letter (e.g. *confusión, explosión, oficial*).
- g. **Using common patterns between Spanish and English.** There are thousands of words in Spanish which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, candidates will be expected to understand them:
- The Spanish word adds an -o (and sometimes an accent) or changes a final '-e' in English to an -o (e.g. *aspecto, automático, económico, activo, decisivo*);
  - The Spanish word adds an -a (and sometimes an accent) (e.g. *lista, idiota*, and words ending in '-ist' in English and -ista in Spanish such as *pianista, comunista*, etc.) or changes a final '-e' to an -a (e.g. *medicina*);
  - The Spanish word adds an -e (e.g. *aire, arte*);
  - Words which end in -ía or -ia in Spanish and '-y' in English (e.g. *biología, economía, tragedia*);
  - Words which end in -or in Spanish and '-our' in English (e.g. *honor, vigor, labor*);
  - Verbs which add -ar, -er or -ir in the infinitive in Spanish or change a final '-e' in English to one of these endings (e.g. *admirar, confirmar, reservar, servir*);
  - Verbs which end with -ar in the infinitive in Spanish and with '-ate' in English (e.g. *decorar, cultivar, activar*);
  - Words which, in addition to the seven bullets above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling (e.g. *filosofía, psicología, gráfico, fotografía, cuestión*);
  - Words in which t in Spanish corresponds to 'th' in English (e.g. *teatro, catedral, auténtico, autor*);
  - Spanish adverbs ending in -mente which end with '-ly' in English (e.g. *completamente, especialmente, generalmente*);
  - Words which end in -oso/-osa in Spanish and '-ous' in English (e.g. *fabuloso, religioso, furioso*);
  - Words where '-tion' in English is replaced by -ción in Spanish (e.g. *acción, inspección, integración*);
  - Words ending in -ante or -iente in Spanish corresponding to English '-ant' and '-ent' (e.g. *protestante, correspondiente, deficiente*);
  - Words where '-nce' in English becomes -ncia in Spanish (e.g. *evidencia, vigilancia, inteligencia, ocurrencia*);
  - Adjectives where '-ical' in English becomes ico/ica in Spanish (e.g. *físico, óptico, fanático*);
  - Words where 'oun' in English is replaced by -un in Spanish (e.g. *anunciar, pronunciar*);
  - Words where des- in Spanish is replaced by 'dis-' in English (e.g. *desconectar, desconcertar, desembarcar*);
  - Words which end in -dad or -tad in Spanish and '-ty' in English (e.g. *capacidad, sociedad, solemnidad, hospitalidad, libertad*);
  - Adjectives ending in -ense which compare with English equivalents ending in '-an' or indicating a place of origin (e.g. *canadiense, londinense*);
  - Words where an intervocalic -d- in Spanish is replaced by '-t-' in English (e.g. *senador, ecuador, operador, maduro*);
  - The English word adds an extra letter or letters (e.g. *cine, clima, militar, avance*);
  - The Spanish word adds an epenthetic e- before words beginning with 's' + consonant (e.g. *esnob, especial, estéreo*);
  - Words where a single vowel in English is replaced by a diphthong in Spanish (e.g. *sentimiento, compartimiento, fuerte [= 'fort'], puerto*).

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context. For the same reasons, use of dictionary is often a more feasible proposition when reading than when listening. However, the general strategies for understanding listed above can, with practice, be used successfully in listening to Spanish. In order to hear accurately, candidates should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

## Strategies for Production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language.

Individual candidates may fail to learn, or forget, language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

The non-verbal strategies described below are clearly of limited value in the speaking tests of this examination which are recorded; they may, however, prove useful to the learner.

## Non-Verbal Strategies

- a. **Pointing and demonstration**, accompanied by some appropriate language (e.g. *Así... ¿Qué es? Me duele aquí.*)
- b. **Expression and gesture**, accompanied where appropriate with sounds (e.g. *¡Ay!* which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).
- c. **Mime**, which again can be accompanied by appropriate sounds and language, and can sometimes help communication to be maintained when it might otherwise break down (e.g. *¿Le puedo ayudar?* with a suitable mime if one has forgotten the words for the relevant action). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

- d. **Drawing** can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (e.g. ☺ or ☹ ; or a diagram showing how to get from one point, such as a station, to another, for instance a home).

## Verbal strategies

- e. **Using a word which refers to a similar item** to the one the speaker/writer wishes to refer to, but for which he has forgotten the word (e.g. *cuarto* for *dormitorio*, *flor* for *rosa*, *taza* for *vaso*). This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.
- f. **Description of physical properties** to refer to something of which the name has been forgotten (e.g. *Es de cuero... La fruta amarilla... Esa cosa que está en la mesa...*). The physical properties refer, for example, to colour, size, material, position and shape. Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.
- g. **Requests for help** can include requests for translation (e.g. *¿Cómo se dice ..... en español? ¿Qué quiere decir eso en inglés?*) and questions; which make no reference to English (e.g. *¿Cómo se llama esto en español? ¿Cómo se escribe?*) as well as requests which may improve the candidate's chances of understanding (e.g. *¿Quiere repetir? Quiere hablar más despacio?*). While these strategies are obviously useful in authentic situations, they are likely to be less helpful to the candidate in the examination. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.
- h. **Simplification**, when a learner avoids the use of a form of which he is unsure (e.g. *Es necesario que me vaya*) by using a form he finds simpler (e.g. *Tengo que irme*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded. A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.
- i. **Paraphrase**, where the learner uses words and messages in acceptable Spanish, avoiding the use of words which he has forgotten (e.g. *No está casada for Es soltera, Se parece a..., Es el contrario de..., Es una especie de...*). When used well, this strategy communicates the message

effectively to a sympathetic native speaker and such use in an examination would be assessed accordingly.

- j. **Reference to specific features** (e.g. *El animal con las orejas largas... El hombre que lleva el uniforme marrón...*). This strategy is often quite effective and effective use would be assessed accordingly in an examination.
- k. **Reference to the function of an object** and the actions that can be performed with it (e.g. *La cosa que se utiliza para abrir una botella...*). This is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Spanish words. This strategy usually produces words which do not exist in Spanish

or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and candidates would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the learner avoids or abandons a topic because of inability to deal with it. Use of this strategy in the examination is likely to lead to loss of marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire. This is, therefore, a strategy which should be discouraged though, at the same time, candidates should be encouraged to 'stick to what they know' rather than talk or write about concepts for which Spanish vocabulary or structures are not known [cf (d) and (e) above].

## 3.8 Vocabulary

The minimum core Vocabulary Lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The Listening and Reading assessment tasks at Foundation Tier will be based on the Foundation List and the General Vocabulary List; students should also expect to encounter some unfamiliar vocabulary, but they will not be tested on it.

The Listening and Reading assessment tasks at Higher Tier will be based on the Foundation and Higher Lists and the General Vocabulary List; in addition students should also expect to encounter some unfamiliar vocabulary, and may be tested on it, provided that it can be accessed through communication strategies.

Vocabulary listed in the Grammar Section can also be tested but it is not listed in the minimum core Vocabulary Lists.

### Comparisons

Comparatives and superlatives of adjectives and adverbs listed in the vocabulary list.

bastante

bien

demasiado

descripción, la

igual que

más (que)

máximo

mayor

mayoría, la

mejor

menor

menos (que)

mínimo

mismo

muy

parecido a

peor

poco (eg poco ruidoso)

por ejemplo

tan ... como

tanto ... como

comparar

### Conjunctions

a pesar de

así que

aun (si)

aunque

como

cuando

incluso

mientras (que)

o/u

pero

por eso

por lo tanto

porque

pues

si

Students will be expected to understand words which have the same or very similar form in the language as in the English, provided that such words have essentially the same meaning in both languages. Such words are not listed in the minimum core Vocabulary Lists.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

Students may use the minimum core Vocabulary Lists for their Speaking and Writing Controlled Assessment tasks, or they may prefer to choose vocabulary that suits their own contexts and purposes.

### General Vocabulary

Students will be expected to use and understand the general vocabulary listed below. The vocabulary is not restricted to specific settings and can occur in any of the topic areas listed in the specification.

sin embargo  
tal vez  
también  
y/e  
ya (que)

### Connectives

además  
aparte de  
claro que  
dado que  
es decir  
por un lado/por otro lado  
por una parte/por otra parte  
sin duda

### Prepositions

a  
con  
de  
en  
hacia  
hasta  
para  
por  
según  
sin

### Negatives

jamás  
ni ... ni  
nada  
nadie  
ninguno  
no = not  
nunca  
sino  
tampoco  
ya no

### The important verbs

acabar de + inf.  
dar  
deber = must  
estar  
hacer  
hacerse = to become  
hay  
hay que  
ir  
ir a + inf.  
irse  
ocurrir  
oír  
pasar = to happen

poder  
poner  
querer = to want; to love  
quisiera  
ser  
soler  
tener  
tener lugar  
tener que  
volverse = to become

### The alphabet

Students should be familiar with the Spanish alphabet and should be able to spell words and names.

### Numbers

All cardinal numbers  
0–1.000  
millón, un

Ordinal numbers  
primero - décimo

Other expressions  
unos (diez) = about (10)  
docena, una  
par, un  
número, el

### Asking questions

#### Question words

¿Adónde?  
¿Cómo?  
¿Cuál(es)?  
¿Cuándo?  
¿Cuánto?  
¿Cuántos ...?  
¿De dónde?  
¿De quién?  
¿Dónde?  
¿Por dónde?  
¿Por qué?  
¿Qué?  
¿Quién?

#### Common questions

¿A qué hora?  
¿Cuánto cuesta(n)? ¿Cuánto es?  
¿Cuánto vale(n)?  
¿Cuántos años tiene(s)?  
¿De qué color?  
¿Dónde está?  
¿Para/Por cuánto tiempo?  
¿Qué día?  
¿Qué fecha?  
¿Qué hora es?

### Greetings and exclamations

¡Basta!  
¡Bienvenido!  
¡Buen viaje!  
¡Buena suerte!  
¡Claro!  
¡Cuidado!  
¡Enhorabuena!  
¡Felices Pascuas!  
¡Felices vacaciones!  
¡Felicidades!  
¡Felicitaciones!  
¡Feliz Año Nuevo!  
¡Feliz cumpleaños!  
¡Feliz Navidad!  
¡Feliz santo!  
¡Ojo!  
¡Olé!  
¡Que aproveche!  
¡Que lo pase(s) bien!  
¡Qué asco!  
¡Qué bien!  
¡Qué (+ adjective)!  
¡Qué horror!  
¡Qué (+ noun)!  
¡Qué lástima!  
¡Qué pena!  
¡Qué va!  
¡Socorro!  
¿Cómo está(s)?  
¿De veras?  
¿Qué hay?  
¿Qué pasa?  
¿Qué tal?  
Adiós  
Atentamente  
Buenas noches  
Buenas tardes  
Buenos días  
Con permiso  
De nada  
Encantado  
Gracias  
Hasta el (lunes)  
Hasta luego  
Hasta mañana  
Hasta pronto  
Hola  
Lo siento  
Mucho gusto  
Perdón  
Perdone

Por favor  
Saludos  
Sí  
Vale  
saludar

### Opinions

aburrido  
aceptable  
afortunado  
agradable  
antiguo  
apropiado  
barato  
bonito  
bueno  
calidad, la  
caro  
decepcionado  
decepcionante  
desafortunadamente  
desagradable  
desventaja, la  
diferencia, la  
diferente  
difícil  
dificultad, la  
distinto  
divertido  
duro  
económico  
emocionante  
encantador  
entretenido  
especial  
espléndido  
estupendo  
estúpido  
excelente  
extraordinario  
fácil  
famoso  
fantástico  
fascinante  
fatal  
favorable  
favorito  
fenomenal  
feo  
genial = brilliant, great  
hermoso  
horroroso  
ideal

importante  
imposible  
impresionante  
increíble  
inseguro  
interesante  
inútil  
mal  
malo  
maravilloso  
moderno  
negativo  
nuevo  
perfecto  
posible  
positivo  
precioso  
preferido  
profundo  
raro  
regular  
ridículo  
seguro  
sencillo  
sorprendido  
típico  
tonto  
tranquilo  
único  
útil  
ventaja, la  
viejo  
  
aburrirse  
adorar  
apreciar  
aprovechar(se)  
alegrar(se)  
crear  
dar igual  
decepcionar  
decir  
desear  
detestar  
disfrutar  
divertirse  
dudar  
encantar  
esperar = to hope  
estar de acuerdo  
estar a favor  
estar en contra

estar harto de  
fascinar  
fastidiar  
gustar  
interesarse  
justificar  
odiar  
opinar  
parecer  
pasarlo bien/mal  
pensar  
ponerse de acuerdo  
preferir  
quedar en  
querer decir  
reconocer  
sentir(se)  
valer la pena

### Expressions of time

#### Days of the week

lunes, el  
martes, el  
miércoles, el  
jueves, el  
viernes, el  
sábado, el  
domingo, el

#### The seasons

primavera, la  
verano, el  
otoño, el  
invierno, el

#### Months of the year

enero  
febrero  
marzo  
abril  
mayo  
junio  
julio  
agosto  
se(p)tiembre  
octubre  
noviembre  
diciembre

#### The clock

#### Numbers 1–60

a eso de  
a tiempo  
en punto  
exactamente

hora, la  
 horario, el  
 media hora  
 medianoche, la  
 mediodía, el  
 menos/y ...  
 menos cuarto  
 minuto, el  
 segundo, el  
 y cuarto  
 y media

#### Other time expressions

a diario  
 a fines de ...  
 a mediados de ...  
 a menudo  
 a partir de  
 aproximadamente  
 a veces  
 ahora  
 al mismo tiempo  
 algunas veces  
 anoche  
 año, el  
 antes (de)  
 ayer  
 breve  
 cada (x) días/ horas  
 casi  
 de ... a ...  
 de momento  
 de nuevo = again  
 de repente  
 de vez en cuando  
 dentro de (x) (horas)  
 desde  
 desde hace  
 despacio  
 después  
 día, el  
 día festivo, el  
 día laborable, el  
 diariamente  
 durante  
 durar  
 en ese/este momento  
 en seguida  
 entonces  
 esta (noche)  
 estación, la = season  
 fecha, la  
 fin de semana, el

final, al  
 finalmente  
 frecuente  
 futuro (adj.)  
 futuro, el  
 generalmente  
 hace (+ time)  
 hoy  
 inmediatamente  
 lento  
 los lunes, etc.  
 luego  
 mañana = tomorrow  
 mañana, la = morning  
 mes, el  
 mientras tanto  
 momento, el  
 mucho tiempo  
 noche, la  
 normalmente  
 otra vez  
 pasado, el  
 pasado (adj.)  
 pasado mañana  
 permanente  
 pocas veces  
 por año, etc  
 por fin  
 por lo general  
 porvenir, el  
 principio, al  
 pronto = soon  
 próximo  
 que viene, el mes, etc.  
 quince días = fortnight  
 rápido  
 raramente  
 rato, el  
 reciente(mente)  
 semana, la  
 siempre  
 siglo, el  
 siguiente  
 sobre  
 solamente  
 sólo  
 tardar  
 tarde = late  
 tarde, la = afternoon, evening  
 temprano  
 tener prisa  
 tiempo, el = time

todas las (semanas)  
 todavía  
 todos los (días)  
 últimamente  
 último  
 vez, una  
 veces, dos ... /tres ... etc  
 volver a + inf..

#### Location and distance

a un paso (de)  
 abajo (de)  
 adelante  
 afuera (de)  
 ahí  
 aislado  
 al final (de)  
 allá  
 allí  
 alrededor (de)  
 aquí  
 arriba (de)  
 atrás  
 céntrico  
 centro, en el \_ (de)  
 cerca (de)  
 contra  
 debajo (de)  
 delante (de)  
 dentro (de)  
 derecha, a la \_  
 derecho, (todo) \_ = straight ahead  
 detrás (de)  
 dirección, la = direction  
 distancia, la  
 en/por todas partes  
 en las afueras  
 encima (de)  
 enfrente (de)  
 entre  
 este, el  
 exterior, el  
 fondo, en el/al  
 fuera (de)  
 interior, el  
 izquierda, a la \_  
 kilómetro, el  
 lado, al \_ (de)  
 lejos (de)  
 lugar, el  
 medio (de), en (el) \_  
 metro, el = metre  
 norte, el

oeste, el  
 sitio, el = place  
 sur, el  
 todo recto  
 estar situado  
 encontrarse = to be situated  
 estar a (x) (kilómetros) de  
 estar a (x) minutos de

**Colour**

amarillo  
 azul  
 blanco  
 claro = light  
 color, el  
 gris  
 marrón  
 morado  
 naranja, (color) \_  
 negro  
 oscuro  
 pálido  
 rojo  
 rosa  
 rosado  
 verde  
 violeta  
 vivo = vivid, bright

**Weights and measures**

alcanzar  
 alto  
 altura, la  
 ancho  
 ancho, el  
 bajo = low; short  
 bolsa, la  
 bote, el  
 botella, la  
 caja, la = box  
 cantidad, la  
 cartón, el = carton  
 centímetro, el  
 completo  
 cuarto, un = quarter  
 delgado  
 doble, el  
 estrecho  
 gordo  
 gramo, el  
 grande  
 grueso  
 lata, la

litro, el  
 lleno  
 mediano  
 medida, la  
 medio  
 mitad, la  
 mucho  
 paquete, el  
 pedazo, el  
 pequeño  
 peso, el  
 poco, un  
 ración, la  
 suficiente  
 talla, la  
 tamaño, el  
 trozo, el  
 vacío  
 bastar  
 medir  
 pesar

**Shape**

cuadrado  
 forma, la  
 redondo

**Weather**

buen/mal tiempo  
 caliente  
 calor, el  
 caluroso  
 chubasco, el  
 cielo, el  
 clima, el  
 despejado  
 estable  
 fresco  
 frío, el  
 grado, el  
 hielo, el  
 húmedo  
 lluvia, la  
 niebla, la  
 nieve, la  
 nube, la  
 nublado  
 nuboso  
 pronóstico, el  
 relámpago, el  
 seco  
 sol, el  
 sombra, la

temperatura, la  
 templado  
 tiempo, el = weather  
 tormenta, la  
 tormentoso  
 trueno, el  
 viento, el

hacer (frío)  
 helar  
 llover  
 mojar(se)  
 nevar  
 tener (calor)

**Access**

abierto  
 abrir  
 acceso, el  
 cerrado  
 cerrar  
 gratis  
 gratuito  
 hacer falta  
 libre = free  
 necesario  
 ocupado = engaged; occupied  
 permitir  
 prohibido  
 prohibir

**Correctness**

cierto  
 correcto  
 equivocado  
 exacto  
 falso  
 falta, la = error  
 mentira, la  
 mentiroso  
 razón, la  
 verdad, la  
 verdadero

corregir  
 estar equivocado  
 mentir  
 tener razón

**Materials**

algodón, el  
 cerámica, la  
 cristal, el = glass, crystal  
 cuero, el  
 lana, la

madera, la  
oro, el  
papel, el  
piel, la = leather, skin  
plástico, el  
plata, la  
seda, la  
tela, la  
vidrio, el

### Common abbreviations

Sr. = señor  
Sra. = señora  
Srta. = señorita  
Sta. = santa  
c/ = calle  
1º = primero (2º, 3º, etc.)  
1ª = primera (2ª, 3ª, etc.)  
Dr. = doctor  
Dra. = doctora  
Renfe/RENFE  
IVA = VAT  
Ada. = avenida  
EEUU = Estados Unidos

## Foundation Tier

### LIFESTYLE

#### Health

a la plancha  
aceite, el  
adictivo  
adicto, el  
agua (f.), el  
agua mineral (con/sin gas) (f.), el  
ajo, el  
alcohólico  
alimento, el  
arroz, el  
asado  
atún, el  
azúcar, el  
bacalao, el  
barra (de pan), la  
bebida, la  
bien hecho = well done  
bistec, el or bisté, el  
bocadillo, el  
bombón, el  
borracho  
café, el = coffee  
calamares, los  
cansado

caramelo, el  
carne, la  
cebolla, la  
cena, la  
cereales, los  
cerveza, la  
champiñones, los  
chocolate, el  
chorizo, el  
chuleta, la  
churros, los  
cigarrillo, el  
cocaína, la  
cocina, la = cuisine  
col, la  
coliflor, la  
comida, la = meal; food  
comida, la = lunch  
comida basura, la  
comida rápida, la  
corazón, el  
cuerpo, el  
de cerdo  
de cordero  
de ternera  
de vaca  
depresión, la  
desayuno, el  
dieta, la  
dolor, el  
droga (blanda/dura), la  
dulce  
ejercicio (físico), el  
enfermedad, la  
enfermo  
ensalada, la  
entrenamiento, el  
espaguetis, los  
farmacia, la  
filete, el  
flan, el  
fresa, la  
frito  
fruta, la  
fumador, el  
galleta, la  
gambas, las  
gazpacho, el  
grasa, la  
guisantes, los  
hábito, el  
hamburguesa, la

helado, el  
huevo, el  
humo, el  
inyección, la  
jamón (de york), el  
jamón serrano, el  
judías verdes, las  
leche, la  
lechuga, la  
legumbres, las  
limón, el  
limonada, la  
mantequilla, la  
manzana, la  
mariscos, los  
melocotón, el  
merienda, la = snack/picnic  
mermelada, la  
muerto  
naranja, la  
naranjada, la  
nata, la  
nuez, la  
paella, la  
pan, el  
pasta, la  
pastel, el  
patata, la  
patatas fritas, las  
pera, la  
perrito caliente, el  
pescado, el  
picante  
pimienta, la  
pimiento, el  
piña, la  
plátano, el  
pollo, el  
pulmones, los  
queso, el  
rehabilitación, la  
rico = tasty  
sal, la  
salado  
salchicha, la  
salchichón, el  
salsa, la  
salud, la  
saludable  
sangría, la  
sano  
sardina, la

sopa, la  
 tabaco, el  
 tapas, las  
 tarta, la  
 té, el  
 tentación, la  
 tomate, el  
 tortilla, la  
 tostada, la  
 uvas, las  
 vainilla, la  
 vegetariano  
 verduras, las  
 vinagre, el  
 vino (blanco/rosado/tinto), el  
 yogur, el  
 zanahoria, la  
 zumo (de fruta), el

acostarse  
 afectar  
 arreglar  
 beber  
 caerse  
 causar  
 cenar  
 cocinar  
 comer  
 dejar de + inf.  
 desayunar  
 despertarse  
 drogarse  
 dormirse  
 emborracharse  
 encontrarse bien/mal  
 entrenarse  
 estar en forma  
 evitar  
 fumar  
 hacer aeróbic  
 hacer (ejercicio)  
 lavar  
 levantarse  
 limpiar  
 mantenerse en forma  
 mejorar(se)  
 morir  
 oler  
 preocuparse  
 preparar  
 rehabilitar  
 relajarse  
 respirar

tener dolor de ...  
 tener hambre  
 tener miedo  
 tener sed  
 tener sueño  
 tomar

### Relationships and Choices

abuelo, el  
 activo  
 adolescente = adolescent  
 adolescente, el = teenager  
 adoptivo  
 adulto  
 agresivo  
 alegre  
 amable  
 ambicioso  
 amigo, el  
 amor, el  
 anciano (adj)  
 anciano, el  
 animado  
 animal doméstico, el  
 antipático  
 apellido, el  
 aspecto, el  
 atención, la  
 barba, la  
 bebé, el  
 beneficio, el  
 beso, el  
 bigote, el  
 boca, la  
 brazo, el  
 caballo, el  
 cabeza, la  
 calvo  
 canario, el  
 carácter, el  
 cariño, el  
 cariñoso  
 carnet de identidad, el  
 casado  
 casamiento, el  
 castaño  
 chico, el  
 cobaya, la  
 cómico  
 compañero, el  
 comprensivo  
 conejo, el  
 conflicto, el

contento  
 corto  
 creativo  
 cualidad, la  
 cuidadoso  
 dedo, el  
 defecto, el  
 demás, los  
 deportivo  
 discriminación, la  
 discusión, la  
 divorciado  
 divorcio, el  
 documentación, la  
 edad, la  
 educado  
 egoísta  
 encuesta, la  
 extranjero, el = foreigner  
 extrovertido  
 familia adoptiva, la  
 familia, la  
 felicidad, la  
 feliz  
 formal = polite  
 fuerte  
 gafas, las  
 gato, el  
 generación, la  
 generoso  
 gente, la  
 gracioso  
 guapo  
 hablador  
 hermanastro, el  
 hermano, el  
 hijo (único), el  
 hogar, el  
 hombre, el  
 honesto  
 honrado  
 identidad, la  
 igualdad, la  
 impaciente  
 incluir  
 independencia, la  
 independiente  
 influencia, la  
 injusto  
 inmigrante, el  
 inteligente  
 introvertido

invitación, la  
 invitado, el  
 joven  
 joven, el  
 jubilado  
 justo  
 juventud, la  
 largo  
 liso  
 loco  
 madrastra, la  
 madre, la  
 maleducado  
 maltrato, el  
 mamá, la  
 mano, la  
 marido, el  
 mascota, la  
 matrimonio, el  
 miembro, el  
 moreno  
 muchacho, el  
 mujer, la = wife  
 mujer, la = woman  
 nacido  
 nacimiento, el  
 nacionalidad, la  
 nariz, la  
 necesidad, la  
 nervioso  
 nieto, el  
 niño, el  
 nombre, el  
 novio, el  
 ojo, el  
 ONG, la  
 optimista  
 oreja, la  
 orgulloso  
 paciente  
 padrastro, el  
 padre, el  
 padres, los = parents  
 pájaro, el  
 papá, el  
 parado  
 pareja, la  
 paro, el  
 pecas, las  
 pelirrojo  
 pelo, el  
 perezoso

periquito, el  
 perro, el  
 persona, la  
 personalidad, la  
 pesimista  
 pez, el  
 pie, el  
 pierna, la  
 pobre  
 pobreza, la  
 práctico  
 preferencia, la  
 prejuicio, el  
 primo, el  
 prudente  
 racismo, el  
 racista  
 reacción, la  
 reservado  
 responsable  
 reunión, la  
 rizado  
 rubio  
 señor, el  
 señora, la  
 señorita, la  
 sensación, la  
 sentido del humor, el  
 sentimiento, el  
 separado  
 serio  
 sida, el  
 simpático  
 sincero  
 soltero  
 tienda con fines benéficos, la  
 tímido  
 tío, el  
 tolerante  
 tortuga, la  
 travieso  
 triste  
 valiente  
 vandalismo, el  
 vecino, el  
 violencia, la  
 violento  
 voluntario = voluntary  
 voluntario, el = volunteer  
 voz, la  
 adoptar  
 arruinar

beneficiar  
 besar  
 casarse  
 conocer  
 contribuir  
 conversar  
 cuidar  
 dar las gracias  
 decidir  
 describir  
 destruir  
 discutir  
 divorciarse  
 educar  
 enamorarse  
 enfadar(se)  
 estar en paro  
 formar parte  
 hablar  
 inmigrar  
 jubilarse  
 llamarse  
 llevar (puesto)  
 llevarse bien/mal con  
 maltratar  
 meter  
 nacer  
 ofender  
 ofenderse  
 parecerse a ...  
 ponerse  
 romper  
 separarse  
 supervisar  
 tener (el pelo ... /los ojos ...)  
 tener ... años  
 tener suerte

### LEISURE

#### Free Time and the Media

a mitad de precio  
 abrigo, el  
 actriz, la  
 aficionado, el  
 alpinismo, el  
 ambiente, el  
 anuncio, el  
 apto  
 archivo, el  
 artículo, el  
 artista, el  
 atleta, el

atletismo, el  
 baile, el  
 baloncesto, el  
 banda ancha, la = broadband  
 bañador, el  
 batería, la = drums  
 bicicleta/bici, la  
 billar, el  
 billete, el = banknote  
 blusa, la  
 bolso, el  
 botas, las  
 boxeo, el  
 caja, la = till  
 calcetines, los  
 cambio, el  
 camisa, la  
 camiseta, la  
 campeón, el  
 campeonato, el  
 canción, la  
 cantante, el  
 carnicería, la  
 carrera, la = race  
 cartas, las = playing cards  
 CD, el  
 céntimo, el  
 chandal, el  
 chaqueta, la  
 cheque, el  
 cibercafé, el  
 ciclismo, el  
 ciencia ficción, la  
 cinturón, el  
 clásico  
 cliente, el  
 colección, la  
 collar, el  
 comedia, la  
 comienzo, el  
 compras, las  
 concurso, el  
 confitería, la  
 conversación, la  
 copa, la = cup, trophy  
 corbata, la  
 correo basura, el  
 cosa, la  
 de acción  
 de aventura  
 deporte, el  
 deportista

descanso, el  
 descuento, el  
 dibujos animados, los  
 dinero, el  
 disco (compacto), el  
 disco duro, el  
 diversión, la  
 documental, el  
 droguería, la  
 educativo  
 entrada, la = ticket  
 equipo, el = team  
 espectáculo, el  
 estadio, el  
 falda, la  
 fiesta, la = party  
 footing, el  
 frutería, la  
 fútbol, el  
 gafas de sol, las  
 gol, el  
 gorra, la  
 Gran Hermano  
 grandes almacenes, los  
 grupo, el  
 guantes, los  
 guitarra, la  
 hipermercado, el  
 historia, la = story  
 instrumento, el  
 joyería, la  
 juego, el  
 Juegos Olímpicos, los  
 jugador, el  
 juguete, el  
 juguetería, la  
 juntos  
 libra (esterlina), la  
 librería, la = bookshop  
 lista, la  
 lotería, la  
 medias, las  
 mensaje (de texto), el  
 mercado, el  
 moda, la  
 monedero, el  
 monitor, el  
 monopatín, el  
 móvil, el (teléfono)  
 muñeca, la = doll  
 música, la  
 natación, la

noticias, las  
 novela, la  
 ocio, el  
 oferta, la  
 (ordenador) portátil, el = laptop  
 ordenador, el  
 paga, la = pocket money  
 página web, la = web page  
 panadería, la  
 pantalla, la  
 pantalón, el  
 pantalón corto, el  
 papelería, la  
 paraguas, el  
 partido, el  
 pasatiempo, el  
 pastelería, la  
 patinaje, el  
 película, la  
 pelota, la  
 peluquería, la  
 pendientes, los  
 perfumería, la  
 periódico, el  
 pesca, la  
 pescadería, la  
 ping-pong, el  
 pista de hielo, la  
 policíaco  
 posibilidad, la  
 precio, el  
 premio, el  
 programa, el  
 programador, el  
 publicidad, la  
 quiosco, el  
 ratón, el  
 rebajas, las  
 recibo, el  
 red, la = Internet  
 regalo, el  
 reloj, el  
 resto, el  
 revista, la  
 rico = wealthy  
 robo, el  
 romántico  
 ropa, la  
 sala de chat, la  
 sala de fiestas, la  
 salida, la = outing  
 sandalias, las

sección, la	echar	agencia de viajes, la	
selección, la	elegir	aire acondicionado, el	
serie, la	encontrarse = to meet	al aire libre	
sesión, la	enviar	albergue juvenil, el	
sitio web, el	escoger	alemán	
socio, el	escuchar	Alemania	
solo = alone	esperar = to wait	alojamiento, el	
sombrero, el	estar de moda	ambiente, el = atmosphere	
sonido, el	ganar = to win	América del Sur	
supermercado, el	gastar = to spend	andén, el	
taquilla, la = box office	grabar	Año Nuevo, el	
tarjeta de crédito, la	guardar = to save	asiento, el	
tebeo, el	hacer (+ sport)	autobús, el	
teclado, el	hacer la(s) compra(s)	autocar, el	
técnico, el	invitar	autopista, la	
telenovela, la	jugar	avión, el	
tenis, el	leer	balcón, el	
tiempo libre, el	mandar	barco, el	
tienda de comestibles, la	marcar (un gol) = to score	billete, el	
tienda de ropa, la	montar	(billete) de ida, el	
tipo, el	nadar	(billete) de ida y vuelta, el	
vaqueros, los	navegar = to surf the net	británico	
vela, la	necesitar	cafetería, la	
vendedor, el	organizar	cama de matrimonio, la	
vestido, el	pagar	cámara, la	
videoclub, el	participar	camino, el	
videojuego, el	pasear	camping, el	
voleibol, el	paseo, dar un	Canarias, las Islas	
zapatería, la	patinar	caravana, la	
zapatillas de deporte, las	perder = to lose; to miss	carnet, el = pass	
zapatos, los	pescar	carretera, la	
	practicar	carta, la = menu	
aceptar	probarse	castañuelas, las	
acompañar	recibir	castellano	
acordar	regalar	cheque de viaje, el	
actuar	repartir = to deliver	cinturón de seguridad, el	
ahorrar	robar	(primera) clase, la	
andar	saber	coche, el	
bailar	salir	conductor, el = driver; motorist	
borrar	seleccionar	consigna, la	
cantar	servir	corrida, la	
chatear	sugerir	costa, la	
coleccionar	tener ganas	costumbre, la	
comprar	tocar = to play (an instrument)	crema solar, la	
conectar	tocar = to touch	cruce, el	
conectar(se)	vender	cuchara, la	
contar = to count, to tell/recount	venir	cuchillo, el	
correr	ver	cuenta, la	
costar		cultura, la	
deber = to owe	<b>Holidays</b>	de primero = first course	
descargar = download	abanico, el	delicioso	
desconectar	aduana, la	deportes acuáticos, los	
devolver	aeropuerto, el		

deportes de invierno, los	lista (de precios), la	restaurante, el
destino, el	llegada, la	rueda, la
Día de Reyes, el	Londres	saco de dormir, el
directo	maleta, la	sala de espera, la
documento, el	mapa, el	salida, la = departure
equipaje, el	máquina de fotos, la	salida, la = exit
escocés	mar, el	Semana Santa, la
Escocia	media pensión	señal, la
España	Mediterráneo, el	servicio, el = service
español	menú del día, el	servicios, los = toilets
especialidad, la	menú turístico, el	sitio, el = space, room
esquí, el	metro, el	sombrilla, la
estación de autobuses, la	mexicano (mejicano)	sudamericano
estación de trenes, la	México (Méjico)	suplemento, el
Estados Unidos, los	montaña, la	taquilla, la = ticket office
Europa	montañoso	tenedor, el
européo	moto(cicleta), la	tienda, la = tent
extranjero = abroad	nada más	torero, el
ferrocarril, el	Navidad	toro, el
ficha, la	Nochebuena	tradición, la
fiesta, la = festival	Nochevieja	tradicional
flamenco, el	norteamericano	Tráigame ...
folleto, el	oficina de turismo, la	transporte (público), el
foto(grafía), la	país, el	tren, el
francés	Papá Noel	turismo, el
Francia	papel higiénico, el	turista, el
(no) fumador	parada, la	turístico
Gales	parador, el	vacaciones, las
galés	parking, el	vaso, el
gasolina, la	parque temático, el	vía, la
Gran Bretaña	pasajero, el	viaje, el
Grecia	pasaporte, el	viajero, el
guía, el = guide	paso subterráneo, el	visita, la
guía, la = guidebook	pensión completa	visitante, el
habitación doble, la	pensión, la = boarding house	vista, la
habitación individual, la	permiso de conducir, el	vuelo, el
hamburguesería, la	pista, la	alojarse
heladería, la	plan, el = project	aparcar
incluido	plano, el	bañarse
información, la	plato combinado, el	broncearse
Inglaterra	plato, el = dish	buscar
inglés	plato, el = plate	cambiar
insolación, la	playa, la	caminar
Irlanda	plaza de toros, la	conducir
irlandés	portugués	continuar
isla, la	postal, la	cruzar
Italia	postre, el	dejar
italiano	propina, la	descansar
lado, el	recepción, la	doblar
latinoamericano	recuerdo, el = souvenir	esquiar
libre = available	reserva, la	estar de vacaciones

funcionar  
 informar(se)  
 ir al extranjero  
 ir de excursión  
 ir de vacaciones  
 llegar  
 llevar  
 parar  
 pasar = to spend time  
 pedir  
 quedarse  
 recomendar  
 recordar  
 reservar  
 sacar  
 sacar fotos  
 seguir  
 tardar = to take time  
 tomar el sol  
 torcer  
 traer  
 viajar  
 visitar  
 volver

## HOME AND ENVIRONMENT

### Home and Local Area

afueras, las  
 alfombra, la  
 alquilado  
 aniversario, el  
 aparcamiento, el  
 apartamento, el  
 árbol, el  
 armario, el  
 ascensor, el  
 aseo, el  
 ayuntamiento, el  
 banco, el  
 baño, el  
 barrio, el  
 biblioteca, la = library  
 bloque, el  
 bolera, la  
 bosque, el  
 butaca, la  
 calefacción, la  
 calle, la  
 cama, la  
 campo, el  
 cancha (de tenis), la  
 casa, la

casa adosada, la  
 castillo, el  
 catedral, la  
 centro, el  
 centro comercial, el  
 césped, el  
 chalet/chalé, el  
 chimenea, la  
 cine, el  
 ciudad, la  
 club de jóvenes, el  
 cocina, la = kitchen  
 cocina (de gas), la = cooker  
 cocina eléctrica, la  
 comedor, el  
 comisaría, la  
 cómodo  
 concierto, el  
 construcción, la  
 Correos  
 cortina, la  
 cuarto de baño, el  
 cumpleaños, el  
 dirección, la = address  
 discoteca, la  
 dormitorio, el  
 ducha, la  
 edificio, el  
 entrada, la = entrance  
 equitación, la  
 escalera, la  
 espacio, el  
 espejo, el  
 esquina, la  
 estación de servicio, la  
 estación, la  
 estanco, el  
 estante, el  
 estantería, la  
 estéreo, el  
 fábrica, la  
 fiesta de cumpleaños, la  
 flor, la  
 fregadero, el  
 frigorífico, el  
 galería (de arte), la  
 garaje, el  
 granja, la  
 habitación, la  
 habitante, el  
 histórico  
 iglesia, la

industria, la  
 industrial  
 jardín, el  
 ladrón, el  
 lago, el  
 lámpara, la  
 lavabo, el  
 lavadora, la  
 lavaplatos, el  
 librería, la = bookcase  
 limpio  
 llave, la  
 luz, la  
 manta, la  
 máquina, la  
 mesa, la  
 mezquita, la  
 microondas, el  
 monumento, el  
 moqueta, la  
 muebles, los  
 museo, el  
 nevera, la  
 palacio, el  
 papelera, la  
 pared, la  
 parque de atracciones, el  
 parque infantil, el  
 pasillo, el  
 patio, el  
 pintado  
 piscina, la  
 piso, el = floor; flat  
 planta, la = plant  
 planta, la = floor  
 planta baja, la  
 plaza, la = square  
 polideportivo, el  
 propio  
 provincia, la  
 pueblo, el  
 puente, el  
 puerta, la  
 puerto, el  
 radiador, el  
 región, la  
 residencial  
 río, el  
 ruido, el  
 ruidoso  
 sala de estar, la  
 salón, el

santo, el  
 semáforo, el  
 sierra, la  
 silla, la  
 sillón, el  
 sofá, el  
 sótano, el  
 suelo, el  
 teatro, el  
 teléfono (móvil), el  
 televisor, el  
 terraza, la  
 tienda, la = shop  
 ventana, la  
 vida, la  
 zona, la  
 zona peatonal, la

alquilar  
 arreglar  
 bajar  
 celebrar  
 coger  
 compartir  
 construir  
 cortar  
 cumplir años  
 dar a = to look onto  
 enseñar = to show  
 entrar  
 montar a caballo  
 mostrar = to show  
 mudarse (de casa)  
 sentarse  
 subir  
 vivir

### Environment

a pie  
 accidente, el  
 aire, el  
 atasco, el  
 atmósfera, la  
 basura, la  
 bolsa plástica, la  
 campaña, la = campaign  
 capa de ozono, la  
 cartón, el = cardboard  
 contaminación, la  
 contenedor, el  
 daño, el  
 desastre, el  
 destrucción, la

ecológico  
 electricidad, la  
 eléctrico  
 energía, la  
 extinción, al  
 fuego, el  
 gasolina sin plomo, la  
 grave

incendio, el  
 medio ambiente, el  
 medioambiental  
 mundial  
 mundo, el  
 naturaleza, la  
 oxígeno, el  
 peligro, el  
 peligroso  
 petróleo, el  
 pila, la = battery  
 planeta, el  
 poco sano  
 preocupado  
 problema, el  
 productos químicos,  
 los = chemicals  
 químico (adj.)  
 recargable  
 reciclable  
 reciclaje, el  
 residuos orgánicos, los  
 spray, el  
 sucio  
 Tierra, la  
 tóxico  
 tráfico, el  
 transporte, el  
 uso, el  
 vehículo, el

apagar  
 ayudar  
 contaminar  
 dañar  
 desaparecer  
 ducharse  
 encender  
 ensuciar  
 malgastar  
 matar  
 producir  
 proteger  
 reciclar  
 recoger

reducir  
 reutilizar  
 salvar  
 separar la basura  
 tirar = to throw (away)  
 transportar  
 usar  
 utilizar

### WORK AND EDUCATION

#### School/College and Future Plans

acento, el  
 actividad, la  
 alemán, el  
 alumno, el  
 apoyo, el  
 apuntes, los  
 arte dramático, el  
 asignatura, la  
 aula (f.), el  
 ausente  
 ayuda, la  
 bachillerato, el  
 biología, la  
 bolígrafo/boli, el  
 calculadora, la  
 campo de deportes, el  
 cantina, la  
 castigo, el  
 chicle, el  
 ciencias económicas, las  
 ciencias, las  
 clase, la  
 cocina, la = food technology  
 colegio, el  
 comercio, el = business studies  
 comportamiento, el  
 conducta, la  
 consejo, el  
 cuaderno, el  
 curso, el  
 deberes, los = homework  
 desobediente  
 detalle, el  
 dibujo, el = art  
 diccionario, el  
 director, el  
 diseñar  
 educación física, la  
 escuela, la  
 español, el  
 estricto

estuche, el  
 estudiante, el  
 estudios, los  
 examen, el  
 éxito, el  
 femenino  
 física, la  
 físico (adj.)  
 fracaso, el  
 francés, el  
 geografía, la  
 gimnasia, la  
 gimnasio, el  
 goma, la  
 historia, la  
 idioma, el  
 informática, la  
 inglés, el  
 insolente  
 instalaciones, las  
 instituto, el  
 intercambio, el  
 laboratorio, el  
 lápices de colores, los  
 lápiz, el  
 lección, la  
 lengua, la  
 letra, la  
 libertad, la  
 libro, el  
 literatura, la  
 masculino  
 matemáticas, las  
 mixto  
 mochila, la  
 nivel, el  
 nota, la  
 obligatorio  
 opción, la  
 oportunidad, la  
 optar  
 optativo  
 página, la  
 palabra, la  
 permiso, el  
 pizarra, la  
 prácticas laborales, las  
 pregunta, la  
 presentación (oral), la  
 presente  
 primario  
 privado

profesor, el  
 prueba, la  
 público  
 química, la  
 recreo, el  
 regla, la = rule  
 regla, la = ruler  
 religión, la  
 respeto, el  
 respuesta, la  
 resultado, el  
 resumen, el  
 sacapuntas, el  
 sala de profesores, la  
 salón de actos, el  
 secundario  
 severo  
 silencio, el  
 sobresaliente  
 taller, el  
 tarea, la  
 tecnología, la  
 tema, el  
 texto, el  
 tijeras, las  
 trabajador = hard-working  
 trabajo, el  
 trabajos manuales, los  
 trimestre, el  
 tutor, el  
 uniforme, el  
 vestuarios, los  
 víctima, la  
 vocabulario, el  
  
 apoyar  
 aprender  
 aprobar  
 atacar  
 callar(se)  
 castigar  
 charlar  
 comenzar  
 comprender  
 contestar  
 dibujar  
 empezar  
 enseñar = to teach  
 entender  
 escribir  
 estudiar  
 faltar = to be absent  
 fracasar

golpear  
 insultar  
 intimidar  
 levantar la mano  
 mirar  
 molestar  
 olvidar  
 pasar  
 pedir permiso  
 preguntar  
 prometer  
 repasar  
 respetar  
 sacar buenas/malas notas  
 suspender  
 terminar

### Current and Future Jobs

a tiempo completo  
 a tiempo parcial  
 abogado, el  
 ama de casa, el (f.)  
 ambición, la  
 arroba = @  
 azafata, la  
 barra, la = slash  
 bombero, el  
 buzón, el  
 cajero, el  
 calificación, la  
 calificado  
 camarero, el  
 candidato, el  
 carnicero, el  
 carpintero, el  
 carta, la  
 cartero, el  
 cita, la  
 clínica, la  
 cocinero, el  
 comerciante, el  
 comercio, el = commerce; shop  
 compañía, la  
 competente  
 condiciones de trabajo, las  
 contable, el  
 contrato, el  
 correo, el  
 correo electrónico, el  
 correspondencia, la  
 dentista, el  
 dependiente, el  
 derechos, los = rights

ejército, el  
 electricista, el  
 empleado, el  
 empleo, el  
 empresa, la  
 enfermero, el  
 entrevista, la  
 entusiasmo, el  
 escritor, el  
 experiencia laboral, la  
 explicación, la  
 granjero, el  
 guión bajo, el = underscore  
 hombre de negocios, el  
 horario de trabajo, el  
 horas de trabajo flexibles, las  
 ingeniero, el  
 intención, la  
 intérprete, el  
 jardinero, el  
 jefe, el  
 laboral  
 línea, la  
 llamada, la  
 mecánico, el  
 médico, el  
 mensaje, el  
 militar, el  
 objetivo, el  
 obrero, el  
 oficina, la  
 panadero, el  
 participación, la  
 peluquero, el  
 periodismo, el  
 periodista, el  
 pintor, el  
 policía, el  
 preocupación, la  
 pronto = ready  
 punto = dot  
 puntocom = .com  
 recepcionista, el  
 responsabilidad, la  
 salario, el  
 secretario, el  
 sello, el = stamp  
 sobre, el  
 soldado, el  
 solicitud, la  
 sueldo, el

tarjeta, la  
 teletrabajo, el  
 título, el = university degree  
 trabajador, el  
 traductor, el  
 veterinario, el  
  
 contactar  
 encontrar = to find  
 explicar  
 ganar = to earn  
 hacer prácticas  
 llamar por teléfono  
 obtener  
 pagar bien/mal  
 probar = to have a go, to try  
 rellenar = to fill in  
 tomar un año libre/sabático  
 trabajar

## Higher Tier

### LIFESTYLE

#### Health

alcoholismo, el  
 alimentación, la  
 apetecer  
 ataque cardíaco, el  
 aviso, el  
 cerebro, el  
 drogadicto, el  
 esfuerzo, el  
 fumador pasivo, el  
 hervido  
 hígado, el  
 merluza, la  
 olor, el  
 porro, el  
 respiratorio  
 sabroso  
 seropositivo  
 síndrome de abstinencia, el  
 sustancia química, la  
 tabaquismo, el  
 vena, la  
  
 advertir  
 dar de comer  
 cansar  
 correr el riesgo  
 hacer daño  
 inyectar(se)  
 provocar

## Relationships and Choices

amistoso  
 anillo, el  
 atento  
 atrevido  
 avaro  
 barrera generacional, la  
 boda, la  
 callado  
 cara, la  
 celoso  
 cobarde  
 confianza, la  
 cortés  
 débil  
 dirección, la = management  
 encargado, el  
 enérgico  
 esposo, el  
 estado civil, el  
 expectativa, la = hope, prospect  
 gamberro, el  
 gemelo, el  
 género, el = gender  
 gerente, el  
 glotón  
 huérfano, el  
 madre soltera, la  
 obra benéfica, la  
 parientes, los  
 pelea, la  
 perspectiva, la  
 residencia (para ancianos), la  
 seguro de sí mismo  
 sensible  
 “sin techo”, los  
 sobrino, el  
 temperamento, el  
 testigo, el  
 torpe  
 vago  
 viudo  
  
 acoger  
 agradecer  
 aguantar  
 cometer  
 confiar  
 dedicarse  
 disculpar(se)  
 emigrar

estropear  
 llorar  
 ocuparse de  
 pelear(se)  
 perdonar  
 relacionarse con  
 sonreírse

## LEISURE

### Free Time and the Media

actuación, la  
 ajedrez, el  
 apodo, el  
 balón, el  
 bufanda, la  
 camisón, el  
 cazadora, la  
 ciberespacio, el  
 contraseña, la = password  
 de lujo  
 electrodomésticos, los  
 en efectivo  
 estrella, la  
 función, la  
 internauta, el  
 maquillaje, el  
 medalla, la  
 medias, las  
 panty, el  
 prensa, la  
 rebeca, la  
 reembolso, el  
 reparto a domicilio, el  
 riesgo, el  
 satélite, el  
 sudadera, la  
 surtido, el  
 tabacalera, la  
 torneo, el  
 usuario, el  
 venta, la

acceder  
 adjuntar = to attach  
 cargar = to load, charge  
 dar una vuelta  
 hacer cola  
 lograr  
 reírse  
 ser aficionado a

### Holidays

argentino  
 alquiler (de coches), el

avería, la  
 averiado  
 bonobús, el  
 camión, el  
 carnet de conducir, el  
 casco, el  
 chileno  
 colombiano  
 cubano  
 disponible  
 DNI (National Identity card)  
 extranjero, el = foreigner  
 motor, el  
 peruano  
 queja, la  
 recuerdo, el = memory  
 regreso, el  
 retraso, el  
 tranvía, el

detener(se)  
 hacer transbordoquejarse  
 regresar

## HOME AND ENVIRONMENT

### Home and Local Area

aldea, la  
 alquiler, el  
 ático, el  
 bañera, la  
 concurrido  
 desván, el  
 domicilio, el  
 horno, el  
 persianas, las = blinds  
 vestíbulo, el  
 vivienda, la

### Environment

agujero, el  
 aumento, el  
 calentamiento, el  
 CFCs, los  
 combustible (fósil), el  
 consumidor, el  
 consumo, el  
 culpa, la  
 deforestación, la  
 desperdicio, el  
 efecto invernadero, el  
 envase, el  
 gases de escape, los =  
 exhaust fumes  
 inquietante

inundación, la  
 lluvia ácida, la  
 marea negra, la  
 petrolero, el  
 pesticida, el  
 recurso, el = resource  
 selva, la  
 sequía, la  
 agotar = to exhaust  
 amenazar  
 aumentar  
 consumir  
 echar la culpa  
 inquietar(se)

## WORK AND EDUCATION

### School/college and future plans

acoso escolar, el = bullying  
 carpeta, la  
 carrera, la = profession  
 despacho, el  
 enseñanza, la  
 riguroso

comportarse  
 entregar  
 ponerse a + inf  
 traducir

### Current and Future Jobs

albañil, el  
 aprendiz, el  
 camionero, el  
 conseguir  
 ejecutivo, el  
 encargado de  
 entusiasta  
 estrés, el  
 estresante  
 llegar a ser  
 propósito, el = aim  
 solicitar = to apply

adjuntar  
 encargarse  
 estar en huelga  
 estar estresado  
 hacer un aprendizaje

## Alphabetical Vocabulary List – Foundation

### A

a

a diario

a eso de

a fines de ...

a la plancha

a mediados de ...

a menudo

a mitad de precio

a partir de

a pesar de

a pie

¿A qué hora?

a tiempo

a tiempo completo

a tiempo parcial

a un paso (de)

a veces

abajo (de)

abanico, el

abierto

abogado, el

abrigo, el

abril

abrir

abuelo, el

aburrido

aburrirse

acabar de + inf.

acceso, el

accidente, el

aceite, el

acento, el

aceptable

aceptar

acompañar

acordar

acostarse

actividad, la

activo

actriz, la

actuar

Ada. = avenida

adelante

además

adictivo

adicto, el

adiós

adolescente = adolescent

adolescente, el = teenager

¿Adónde?

adoptar

adoptivo

adorar

aduana, la

adulto

aeropuerto, el

afectar

aficionado, el

afortunado

afuera (de)

afueras, las

agencia de

viajes, la

agosto

agradable

agresivo

agua (f.), el

agua mineral (con/sin gas) (f.), el

ahí

ahora

ahorrar

aire acondicionado, el

aire, el

aislado

ajo, el

al aire libre

al final (de)

al mismo tiempo

albergue juvenil, el

alcanzar

alcohólico

alegrar(se)

alegre

alemán

alemán, el

Alemania

alfombra, la

algodón, el

algunas veces

alimento, el

allá

allí

alojamiento, el

alojarse

alpinismo, el

alquilado

alquilar

alrededor (de)

alto

altura, la

alumno, el

ama de casa, el (f.)

amable

amarillo

ambición, la

ambicioso

ambiente, el

ambiente, el = atmosphere

América del Sur

amigo, el

amor, el

ancho

ancho, el

anciano (adj)

anciano, el

andar

andén, el

animado

animal doméstico, el

aniversario, el

anoche

antes (de)

antiguo

antipático

anuncio, el

Año Nuevo, el

año, el

apagar

aparcamiento, el

aparcar

apartamento, el

aparte de

apellido, el

apoyo, el

apoyar

apreciar

aprender

aprobar

apropiado

aprovechar(se)

aproximadamente

apto

apuntes, los

aquí

árbol, el

archivo, el

armario, el

arreglar

arriba (de)

arroba = @

arroz, el

arruinar

arte dramático, el

artículo, el

artista, el  
 asado  
 ascensor, el  
 aseo, el  
 así que  
 asiento, el  
 asignatura, la  
 aspecto, el  
 atacar  
 atasco, el  
 atención, la  
 atentamente  
 atleta, el  
 atletismo, el  
 atmósfera, la  
 atrás  
 atún, el  
 aula (f.), el  
 aun (si)  
 aunque  
 ausente  
 autobús, el  
 autocar, el  
 autopista, la  
 avión, el  
 ayer  
 ayuda, la  
 ayudar  
 ayuntamiento, el  
 azafata, la  
 azúcar, el  
 azul

**B**

bacalao, el  
 bachillerato, el  
 bailar  
 baile, el  
 bajar  
 bajo = low; short  
 balcón, el  
 baloncesto, el  
 banco, el  
 banda ancha, la = broadband  
 bañador, el  
 bañarse  
 baño, el  
 barato  
 barba, la  
 barco, el  
 barra (de pan), la

barra, la = slash  
 barrio, el  
 ¡Basta!  
 bastante  
 bastar  
 basura, la  
 batería, la = drums  
 bebé, el  
 beber  
 bebida, la  
 beneficiar  
 beneficio, el  
 besar  
 beso, el  
 biblioteca, la = library  
 bicicleta/bici, la  
 bien  
 bien hecho = well done  
 ¡Bienvenido!  
 bigote, el  
 billar, el  
 billete de ida y vuelta, el  
 billete de ida, el  
 billete, el  
 billete, el = banknote  
 biología, la  
 bistec, el or bisté, el  
 blanco  
 bloque, el  
 blusa, la  
 boca, la  
 bocadillo, el  
 bolera, la  
 bolígrafo/boli, el  
 bolsa plástica, la  
 bolsa, la  
 bolso, el  
 bombero, el  
 bombón, el  
 bonito  
 borracho  
 borrar  
 bosque, el  
 botas, las  
 bote, el  
 botella, la  
 boxeo, el  
 brazo, el  
 breve  
 británico  
 broncearse  
 buen/mal tiempo

¡Buen viaje!  
 ¡Buena suerte!  
 Buenas noches  
 Buenas tardes  
 bueno  
 Buenos días  
 buscar  
 butaca, la  
 buzón, el

**C**

c/ = calle  
 caballo, el  
 cabeza, la  
 cada (x) días/horas  
 caerse  
 café, el = coffee  
 cafetería, la  
 caja, la = box  
 caja, la = till  
 cajero, el  
 calamares, los  
 calcetines, los  
 calculadora, la  
 calefacción, la  
 calidad, la  
 caliente  
 calificación, la  
 calificado  
 callar(se)  
 calle, la  
 calor, el  
 caluroso  
 calvo  
 cama de matrimonio, la  
 cama, la  
 cámara, la  
 camarero, el  
 cambiar  
 cambio, el  
 caminar  
 camino, el  
 camisa, la  
 camiseta, la  
 campaña, la = campaign  
 campeón, el  
 campeonato, el  
 camping, el  
 campo de deportes, el  
 campo, el  
 Canarias, las Islas  
 canario, el

<p>3</p> <p>cancha (de tenis), la  canción, la  candidato, el  cansado  cantante, el  cantar  cantidad, la  cantina, la  capa de ozono, la  carácter, el  caramelo, el  caravana, la  cariño, el  cariñoso  carne, la  carnet de identidad, el  carnet, el = pass  carnicería, la  carnicero, el  caro  carpintero, el  carrera, la = race  carretera, la  carta, la  carta, la = menu  cartas, las = playing cards  cartero, el  cartón, el = cardboard  cartón, el = carton  casa adosada, la  casa, la  casado  casamiento, el  casarse  casi  castaño  castañuelas, las  castellano  castigar  castigo, el  castillo, el  catedral, la  causar  CD, el  cebolla, la  celebrar  cena, la  cenar  centímetro, el  céntimo, el  céntrico  centro comercial, el</p>	<p>centro, el  centro, en el _ (de)  cerámica, la  cerca (de)  cereales, los  cerrado  cerrar  cerveza, la  césped, el  chalet/chalé, el  champiñones, los  chandal, el  chaqueta, la  charlar  chatear  cheque de viaje, el  cheque, el  chicle, el  chico, el  chimenea, la  chocolate, el  chorizo, el  chubasco, el  chuleta, la  churros, los  cibercafé, el  ciclismo, el  cielo, el  ciencia ficción, la  ciencias económicas, las  ciencias, las  cierto  cigarrillo, el  cine, el  cinturón de seguridad, el  cinturón, el  cita, la  ciudad, la  ¡Claro!  claro = light  claro que  clase, la  clásico  cliente, el  clima, el  clínica, la  club de jóvenes, el  cobaya, la  cocaína, la  coche, el  cocina (de gas), la = cooker  cocina eléctrica, la</p>	<p>cocina, la = cuisine  cocina, la = food technology  cocina, la = kitchen  cocinar  cocinero, el  coger  col, la  colección, la  coleccionar  colegio, el  coliflor, la  collar, el  color, el  comedia, la  comedor, el  comenzar  comer  comerciante, el  comercio, el = business studies  comercio, el = commerce; shop  cómic  comida basura, la  comida rápida, la  comida, la = lunch  comida, la = meal; food  comienzo, el  comisaría, la  como  ¿Cómo?  ¿Cómo está(s)?  cómodo  compañero, el  compañía, la  comparar  compartir  competente  completo  comportamiento, el  comprar  compras, las  comprender  comprensivo  con  con permiso  concierto, el  concurso, el  condiciones de trabajo, las  conducir  conducta, la  conductor, el = driver; motorist  conectar  conectar(se)  conejo, el</p>
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confitería, la	¿Cuánto?	decepcionante
conflicto, el	¿Cuánto cuesta(n)?	decepcionar
conocer	¿Cuánto es?	decidir
consejo, el	¿Cuánto vale(n)?	décimo
consigna, la	¿Cuántos?	decir
construcción, la	¿Cuántos años tiene(s)?	dedo, el
construir	cuarto = fourth	defecto, el
contable, el	cuarto de baño, el	dejar
contactar	cuarto, un = quarter	dejar de + inf.
contaminación, la	cuchara, la	delante (de)
contaminar	cuchillo, el	delgado
contar = to count, to tell/recount	cuenta, la	delicioso
contenedor, el	cuero, el	demás, los
contento	cuerpo, el	demasiado
contestar	¡Cuidado!	dentista, el
continuar	cuidadoso	dentro (de)
contra	cuidar	dentro de (x) (horas)
contrato, el	cultura, la	dependiente, el
contribuir	cumpleaños, el	deporte, el
conversación, la	cumplir años	deportes acuáticos, los
conversar	curso, el	deportes de invierno, los
copa, la = cup, trophy	<b>D</b>	deportista
corazón, el	dado que	deportivo
corbata, la	dañar	depresión, la
correcto	daño, el	derecha, a la _
corregir	dar	derecho, (todo) _ = straight ahead
correo basura, el	dar a = to look onto	derechos, los = rights
correo electrónico, el	dar igual	desafortunadamente
correo, el	dar las gracias	desagradable
Correos	de	desaparecer
correr	de ... a ...	desastre, el
correspondencia, la	de acción	desayunar
corrida, la	de aventura	desayuno, el
cortar	de cerdo	descansar
cortina, la	de cordero	descanso, el
corto	¿De dónde?	descargar = download
cosa, la	de momento	desconectar
costa, la	de nada	describir
costar	de nuevo = again	descripción, la
costumbre, la	de primero = first course	descuento, el
creativo	¿De qué color?	desde
crear	¿De quién?	desde hace
crema solar, la	de repente	desear
crystal, el = glass, crystal	de ternera	desobediente
cruce, el	de vaca	despacio
cruzar	¿De veras?	despejado
cuaderno, el	de vez en cuando	despertarse
cuadrado	debajo (de)	después
¿Cuál(es)?	deber = must	destino, el
cualidad, la	deber = to owe	destrucción, la
cuando	deberes, los = homework	destruir
¿Cuándo?	decepcionado	desventaja, la

detalle, el  
 detestar  
 detrás (de)  
 devolver  
 Día de Reyes, el  
 día festivo, el  
 día laborable, el  
 día, el  
 diariamente  
 dibujar  
 dibujo, el = art  
 dibujos animados, los  
 diccionario, el  
 diciembre  
 dieta, la  
 diferencia, la  
 diferente  
 difícil  
 dificultad, la  
 dinero, el  
 dirección, la = address  
 dirección, la = direction  
 directo  
 director, el  
 disco (compacto), el  
 disco duro, el  
 discoteca, la  
 discriminación, la  
 discusión, la  
 discutir  
 diseñar  
 disfrutar  
 distancia, la  
 distinto  
 diversión, la  
 divertido  
 divertirse  
 divorciado  
 divorciarse  
 divorcio, el  
 doblar  
 doble, el  
 docena, una  
 documentación, la  
 documental, el  
 documento, el  
 dolor, el  
 domingo, el  
 ¿Dónde?  
 ¿Dónde está?  
 dormir(se)  
 dormitorio, el

Dr. = doctor  
 Dra. = doctora  
 droga (blanda/dura), la  
 drogarse  
 droguería, la  
 ducha, la  
 ducharse  
 dudar  
 dulce  
 durante  
 durar  
 duro  
**E**  
 echar  
 ecológico  
 económico  
 edad, la  
 edificio, el  
 educación física, la  
 educado  
 educar  
 educativo  
 EEUU = Estados Unidos  
 egoísta  
 ejercicio (físico), el  
 ejército, el  
 electricidad, la  
 electricista, el  
 eléctrico  
 elegir  
 emborracharse  
 emocionante  
 empezar  
 empleado, el  
 empleo, el  
 empresa, la  
 en  
 en/por todas partes  
 en ese/este momento  
 en las afueras  
 en punto  
 en seguida  
 enamorarse  
 encantado  
 encantador  
 encantar  
 encender  
 encima (de)  
 encontrar = to find  
 encontrarse = to be situated  
 encontrarse = to meet  
 encontrarse bien/mal

encuesta, la  
 energía, la  
 enero  
 enfadar(se)  
 enfermedad, la  
 enfermero, el  
 enfermo  
 enfrente (de)  
 ¡Enhorabuena!  
 ensalada, la  
 enseñar = to show  
 enseñar = to teach  
 ensuciar  
 entender  
 entonces  
 entrada, la = entrance  
 entrada, la = ticket  
 entrar  
 entre  
 entrenamiento, el  
 entrenarse  
 entretenido  
 entrevista, la  
 entusiasmo, el  
 enviar  
 equipaje, el  
 equipo, el = team  
 equitación, la  
 equivocado  
 es decir  
 escalera, la  
 escocés  
 Escocia  
 escoger  
 escribir  
 escritor, el  
 escuchar  
 escuela, la  
 espacio, el  
 espaguetis, los  
 España  
 español  
 español, el  
 especial  
 especialidad, la  
 espectáculo, el  
 espejo, el  
 esperar = to hope  
 esperar = to wait  
 espléndido  
 esquí, el  
 esquiar

esquina, la  
 esta (noche)  
 estable  
 estación de autobuses, la  
 estación de servicio, la  
 estación de trenes, la  
 estación, la  
 estación, la = season  
 estadio, el  
 Estados Unidos, los  
 estanco, el  
 estante, el  
 estantería, la  
 estar  
 estar a (x) (kilómetros) de  
 estar a (x) minutos de  
 estar a favor  
 estar de acuerdo  
 estar de moda  
 estar de vacaciones  
 estar en contra  
 estar en forma  
 estar en paro  
 estar equivocado  
 estar harto de  
 estar situado  
 este, el  
 estéreo, el  
 estrecho  
 estricto  
 estuche, el  
 estudiante, el  
 estudiar  
 estudios, los  
 estupendo  
 estúpido  
 Europa  
 europeo  
 evitar  
 exactamente  
 exacto  
 examen, el  
 excelente  
 éxito, el  
 experiencia laboral, la  
 explicación, la  
 explicar  
 exterior, el  
 extinción, al  
 extranjero = abroad  
 extranjero, el = foreigner  
 extraordinario

extrovertido

## F

fábrica, la  
 fácil  
 falda, la  
 falso  
 falta, la = error  
 faltar = to be absent  
 familia adoptiva, la  
 familia, la  
 famoso  
 fantástico  
 farmacia, la  
 fascinante  
 fascinar  
 fastidiar  
 fatal  
 favorable  
 favorito  
 febrero  
 fecha, la  
 ¡Felices Pascuas!  
 ¡Felices vacaciones!  
 felicidad, la  
 ¡Felicidades!  
 ¡Felicitaciones!  
 feliz  
 ¡Feliz Año Nuevo!  
 ¡Feliz cumpleaños!  
 ¡Feliz Navidad!  
 ¡Feliz santo!  
 femenino  
 fenomenal  
 feo  
 ferrocarril, el  
 ficha, la  
 fiesta de cumpleaños, la  
 fiesta, la = festival  
 fiesta, la = party  
 filete, el  
 fin de semana, el  
 final, al  
 finalmente  
 física, la  
 físico (adj.)  
 flamenco, el  
 flan, el  
 flor, la  
 folleto, el  
 fondo, en el/al  
 footing, el

forma, la  
 formal = polite  
 formar parte  
 foto(grafía), la  
 fracasar  
 fracaso, el  
 francés  
 francés, el  
 Francia  
 frecuente  
 fregadero, el  
 fresa, la  
 fresco  
 frigorífico, el  
 frío, el  
 frito  
 fruta, la  
 frutería, la  
 fuego, el  
 fuera (de)  
 fuerte  
 fumador, el  
 fumar  
 funcionar  
 fútbol, el  
 futuro (adj.)  
 futuro, el

## G

gafas de sol, las  
 gafas, las  
 galería (de arte), la  
 Gales  
 galés  
 galleta, la  
 gambas, las  
 ganar = to earn  
 ganar = to win  
 garaje, el  
 gasolina sin plomo, la  
 gasolina, la  
 gastar = to spend  
 gato, el  
 gazpacho, el  
 generación, la  
 generalmente  
 generoso  
 genial = brilliant, great  
 gente, la  
 geografía, la  
 gimnasia, la  
 gimnasio, el

gol, el  
golpear  
goma, la  
gordo  
gorra, la  
grabar  
gracias  
gracioso  
grado, el  
gramo, el  
Gran Bretaña  
Gran Hermano  
grande  
grandes almacenes, los  
granja, la  
granjero, el  
grasa, la  
gratis  
gratuito  
grave  
Grecia  
gris  
grueso  
grupo, el  
guantes, los  
guapo  
guardar = to save  
guía, el = guide  
guía, la = guidebook  
guión bajo, el = underscore  
guisantes, los  
guitarra, la  
gustar

**H**

habitación doble, la  
habitación individual, la  
habitación, la  
habitante, el  
hábito, el  
hablador  
hablar  
hace (+ time)  
hacer  
hacer (+ sport)  
hacer (ejercicio)  
hacer (frío)  
hacer aerobic  
hacer falta  
hacer la (s) compra (s)  
hacer prácticas  
hacerse = to become  
hacia

hamburguesa, la  
hamburguesería, la  
hasta  
hasta el (lunes)  
hasta luego  
hasta mañana  
hasta pronto  
hay  
hay que  
heladería, la  
helado, el  
helar  
hermanastro, el  
hermano, el  
hermoso  
hielo, el  
hijo (único), el  
hipermercado, el  
historia, la  
historia, la = story  
histórico  
hogar, el  
hola  
hombre de negocios, el  
hombre, el  
honesto  
honrado  
hora, la  
horario de trabajo, el  
horario, el  
horas de trabajo flexibles, las  
horroroso  
hoy  
huevo, el  
húmedo  
humo, el

**I**

ideal  
identidad, la  
idioma, el  
iglesia, la  
igual que  
igualdad, la  
impaciente  
importante  
imposible  
impresionante  
incendio, el  
incluido  
incluir  
incluso  
increíble

independencia, la  
independiente  
industria, la  
industrial  
influencia, la  
información, la  
informar (se)  
informática, la  
ingeniero, el  
Inglaterra  
inglés  
inglés, el  
injusto  
inmediatamente  
inmigrante, el  
inmigrar  
inseguro  
insolación, la  
insolente  
instalaciones, las  
instituto, el  
instrumento, el  
insultar  
inteligente  
intención, la  
intercambio, el  
interesante  
interesarse  
interior, el  
intérprete, el  
intimidar  
introvertido  
inútil  
invierno, el  
invitación, la  
invitado, el  
invitar  
inyección, la  
ir  
ir a + inf.  
ir al extranjero  
ir de excursión  
ir de vacaciones  
Irlanda  
irlandés  
irse  
isla, la  
Italia  
italiano  
IVA = VAT  
izquierda, a la \_

**J**

jamás  
 jamón (de york), el  
 jamón serrano, el  
 jardín, el  
 jardinero, el  
 jefe, el  
 joven  
 joven, el  
 joyería, la  
 jubilado  
 jubilarse  
 judías verdes, las  
 juego, el  
 Juegos Olímpicos, los  
 jueves, el  
 jugador, el  
 jugar  
 juguete, el  
 juguetería, la  
 julio  
 junio  
 juntos  
 justificar  
 justo  
 juventud, la

**K**

kilómetro, el

**L**

laboral  
 laboratorio, el  
 lado, al \_ (de)  
 lado, el  
 ladrón, el  
 lago, el  
 lámpara, la  
 lana, la  
 lápices de colores, los  
 lápiz, el  
 largo  
 lata, la  
 latinoamericano  
 lavabo, el  
 lavadora, la  
 lavaplatos, el  
 lavar  
 lección, la  
 leche, la  
 lechuga, la  
 leer  
 legumbres, las

lejos (de)  
 lengua, la  
 lento  
 letra, la  
 levantar la mano  
 levantarse  
 libertad, la  
 libra (esterlina), la  
 libre = available  
 libre = free  
 librería, la = bookcase  
 librería, la = bookshop  
 libro, el  
 limón, el  
 limonada, la  
 limpiar  
 limpio  
 línea, la  
 liso  
 lista (de precios), la  
 lista, la  
 literatura, la  
 litro, el  
 llamada, la  
 llamar por teléfono  
 llamarse  
 llave, la  
 llegada, la  
 llegar  
 lleno  
 llevar  
 llevar (puesto)  
 llevarse bien/mal con  
 llover  
 lluvia, la  
 lo siento  
 loco  
 Londres  
 los lunes, etc.  
 lotería, la  
 luego  
 lugar, el  
 lunes, el  
 luz, la

**M**

madera, la  
 madrastra, la  
 madre, la  
 mal  
 maleducado  
 maleta, la  
 malgastar

malo  
 maltratar  
 maltrato, el  
 mamá, la  
 mandar  
 mano, la  
 manta, la  
 mantenerse en forma  
 mantequilla, la  
 manzana, la  
 mañana = tomorrow  
 mañana, la = morning  
 mapa, el  
 máquina de fotos, la  
 máquina, la  
 mar, el  
 maravilloso  
 marcar (un gol) = to score  
 marido, el  
 mariscos, los  
 marrón  
 martes, el  
 marzo  
 más (que)  
 mascota, la  
 masculino  
 matar  
 matemáticas, las  
 matrimonio, el  
 máximo  
 mayo  
 mayor  
 mayoría, la  
 mecánico, el  
 media hora  
 media pensión  
 mediano  
 medianoche, la  
 medias, las  
 médico, el  
 medida, la  
 medio  
 medio (de), en (el) \_  
 medio ambiente, el  
 medioambiental  
 mediodía, el  
 medir  
 Mediterráneo, el  
 mejor  
 mejorar (se)  
 melocotón, el  
 menor

menos (que)  
 menos/y ...  
 menos cuarto  
 mensaje (de texto), el  
 mensaje, el  
 mentir  
 mentira, la  
 mentiroso  
 menú del día, el  
 menú turístico, el  
 mercado, el  
 merienda, la = snack/picnic  
 mermelada, la  
 mes, el  
 mesa, la  
 meter  
 metro, el  
 metro, el = metre  
 mexicano (mejicano)  
 México (Méjico)  
 mezquita, la  
 microondas, el  
 miembro, el  
 mientras (que)  
 mientras tanto  
 miércoles, el  
 militar, el  
 mínimo  
 minuto, el  
 mirar  
 mismo  
 mitad, la  
 mixto  
 mochila, la  
 moda, la  
 moderno  
 mojar (se)  
 molestar  
 momento, el  
 monedero, el  
 monitor, el  
 monopatín, el  
 montaña, la  
 montañoso  
 montar  
 montar a caballo  
 monumento, el  
 moqueta, la  
 morado  
 moreno  
 morir  
 mostrar = to show

moto(cicleta), la  
 móvil, el (teléfono)  
 muchacho, el  
 mucho  
 mucho gusto  
 mucho tiempo  
 mudarse (de casa)  
 muebles, los  
 muerto  
 mujer, la = wife  
 mujer, la = woman  
 mundial  
 mundo, el  
 muñeca, la = doll  
 museo, el  
 música, la  
 muy  
**N**  
 nacer  
 nacido  
 nacimiento, el  
 nacionalidad, la  
 nada  
 nada más  
 nadar  
 nadie  
 naranja, (color) \_  
 naranja, la  
 naranjada, la  
 nariz, la  
 nata, la  
 natación, la  
 naturaleza, la  
 navegar = to surf the net  
 Navidad  
 necesario  
 necesidad, la  
 necesitar  
 negativo  
 negro  
 nervioso  
 nevar  
 nevera, la  
 ni ... ni  
 niebla, la  
 nieto, el  
 nieve, la  
 ninguno  
 niño, el  
 nivel, el  
 no = not  
 no fumador

noche, la  
 Nochebuena  
 Nochevieja  
 nombre, el  
 normalmente  
 norte, el  
 norteamericano  
 nota, la  
 noticias, las  
 novela, la  
 noveno  
 noviembre  
 novio, el  
 nube, la  
 nublado  
 nuboso  
 nuevo  
 nuez, la  
 número, el  
 nunca  
**O**  
 o/u  
 objetivo, el  
 obligatorio  
 obrero, el  
 obtener  
 ocio, el  
 octavo  
 octubre  
 ocupado = engaged; occupied  
 ocurrir  
 odiar  
 oeste, el  
 ofender  
 ofenderse  
 oferta, la  
 oficina de turismo, la  
 oficina, la  
 oír  
 Ojo  
 ojo, el  
 Olé  
 oler  
 olvidar  
 ONG, la  
 opción, la  
 opinar  
 oportunidad, la  
 optar  
 optativo  
 optimista  
 (ordenador) portátil, el = laptop

ordenador, el  
oreja, la  
organizar  
orgulloso  
oro, el  
oscuro  
otoño, el  
otra vez  
oxígeno, el

**P**

paciente  
padraastro, el  
padre, el  
padres, los = parents  
paella, la  
paga, la = pocket money  
pagar  
pagar bien/mal  
página web, la = web page  
página, la  
país, el  
pájaro, el  
palabra, la  
palacio, el  
pálido  
pan, el  
panadería, la  
panadero, el  
pantalla, la  
pantalón corto, el  
pantalón, el  
Papá Noel  
papá, el  
papel higiénico, el  
papel, el  
papelera, la  
papelería, la  
paquete, el  
par, un  
para  
¿Para/Por cuánto tiempo?  
parada, la  
parado  
parador, el  
paraguas, el  
parar  
parecer  
parecerse a ...  
parecido a  
pared, la  
pareja, la  
parking, el

paro, el  
parque de atracciones, el  
parque infantil, el  
parque temático, el  
participación, la  
participar  
partido, el  
pasado (adj.)  
pasado mañana  
pasado, el  
pasajero, el  
pasaporte, el  
pasar  
pasar = to happen  
pasar = to spend time  
pasar la aspiradora  
pasarlo bien/mal  
pasatiempo, el  
pasear  
paso, dar un -  
pasillo, el  
paso subterráneo, el  
pasta, la  
pastel, el  
pastelería, la  
patata, la  
patatas fritas, las  
patinaje, el  
patinar  
patio, el  
pecas, las  
pedazo, el  
pedir  
pedir permiso  
película, la  
peligro, el  
peligroso  
pelirrojo  
pelo, el  
pelota, la  
peluquería, la  
peluquero, el  
pendientes, los  
pensar  
pensión completa  
pensión, la = boarding house  
peor  
pequeño  
pera, la  
perder = to lose; to miss  
perdón  
perdone

perezoso  
perfecto  
perfumería, la  
periódico, el  
periodismo, el  
periodista, el  
periquito, el  
permanente  
permiso de conducir, el  
permiso, el  
permitir  
pero  
perrito caliente, el  
perro, el  
persona, la  
personalidad, la  
pesar  
pesca, la  
pescadería, la  
pescado, el  
pescar  
pesimista  
peso, el  
petróleo, el  
pez, el  
picante  
pie, el  
piel, la = leather, skin  
pierna, la  
pila, la = battery  
pimienta, la  
pimiento, el  
ping-pong, el  
pintado  
pintor, el  
piña, la  
piscina, la  
piso, el = floor; flat  
pista de hielo, la  
pista, la  
pizarra, la  
plan, el = project  
planeta, el  
plano, el  
planta baja, la  
planta, la = floor  
planta, la = plant  
plástico, el  
plata, la  
plátano, el  
plato combinado, el  
plato, el = dish

plato, el = plate  
 playa, la  
 plaza de toros, la  
 plaza, la = square  
 pobre  
 pobreza, la  
 pocas veces  
 poco (eg poco ruidoso)  
 poco sano  
 poco, un  
 poder  
 policía, el  
 policíaco  
 polideportivo, el  
 pollo, el  
 poner  
 ponerse  
 ponerse de acuerdo  
 por  
 por año, etc  
 ¿Por dónde?  
 por ejemplo  
 por eso  
 por favor  
 por fin  
 por lo general  
 por lo tanto  
 ¿Por qué?  
 por un lado/por otro lado  
 por una parte/por otra parte  
 porque  
 portugués  
 porvenir, el  
 posibilidad, la  
 posible  
 positivo  
 postal, la  
 postre, el  
 practicar  
 prácticas laborales, las  
 práctico  
 precio, el  
 precioso  
 preferencia, la  
 preferido  
 preferir  
 pregunta, la  
 preguntar  
 prejuicio, el  
 premio, el  
 preocupación, la  
 preocupado

preocuparse  
 preparar  
 presentación (oral), la  
 presente  
 primario  
 primavera, la  
 primera clase, la  
 primero  
 primo, el  
 principio, al  
 privado  
 probar = to have a go, to try  
 probarse  
 problema, el  
 producir  
 productos químicos, los =  
 chemicals  
 profesor, el  
 profundo  
 programa, el  
 programador, el  
 prohibido  
 prohibir  
 prometer  
 pronóstico, el  
 pronto = ready  
 pronto = soon  
 propina, la  
 propio  
 proteger  
 provincia, la  
 próximo  
 prudente  
 prueba, la  
 publicidad, la  
 público  
 pueblo, el  
 puente, el  
 puerta, la  
 puerto, el  
 pues  
 pulmones, los  
 punto = dot  
 puntocom = .com

**Q**

¿Qué?  
 ¡Qué (+ adjective)!  
 ¡Qué (+ noun)!  
 ¡Que aproveche!  
 ¡Qué asco!  
 ¡Qué bien!  
 ¿Qué día?

¿Qué fecha?  
 ¿Qué hay?  
 ¿Qué hora es?  
 ¡Qué horror!  
 ¡Qué lástima!  
 ¡Que lo pase (s) bien!  
 ¿Qué pasa?  
 ¡Qué pena!  
 ¿Qué tal?  
 ¡Qué va!  
 que viene, el mes, etc.  
 quedar en  
 quedarse  
 querer = to want; to love  
 querer decir  
 queso, el  
 ¿Quién?  
 química, la  
 químico (adj.)  
 quince días = fortnight  
 quinto  
 quiosco, el  
 quisiera

**R**

ración, la  
 racismo, el  
 racista  
 radiador, el  
 rápido  
 raramente  
 raro  
 rato, el  
 ratón, el  
 razón, la  
 reacción, la  
 rebajas, las  
 recargable  
 recepción, la  
 recepcionista, el  
 recibir  
 recibo, el  
 reciclable  
 reciclaje, el  
 reciclar  
 reciente (mente)  
 recoger  
 recomendar  
 reconocer  
 recordar  
 recreo, el  
 recuerdo, el = souvenir  
 red, la = Internet

redondo  
 reducir  
 regalar  
 regalo, el  
 región, la  
 regla, la = rule  
 regla, la = ruler  
 regular  
 rehabilitación, la  
 rehabilitar  
 relajarse  
 relámpago, el  
 religión, la  
 rellenar = to fill in  
 reloj, el  
 Renfe/RENFE  
 repartir = to deliver  
 repasar  
 reserva, la  
 reservado  
 reservar  
 residencial  
 residuos orgánicos, los  
 respetar  
 respeto, el  
 respirar  
 responder  
 responsabilidad, la  
 responsable  
 respuesta, la  
 restaurante, el  
 resto, el  
 resultado, el  
 resumen, el  
 reunión, la  
 reutilizar  
 revista, la  
 rico = tasty  
 rico = wealthy  
 ridículo  
 río, el  
 rizado  
 robar  
 robo, el  
 rojo  
 romántico  
 romper  
 ropa, la  
 rosa  
 rosado  
 rubio  
 rueda, la

ruido, el  
 ruidoso  
  
**S**  
 sábado, el  
 saber  
 sacapuntas, el  
 sacar  
 sacar buenas/malas notas  
 sacar fotos  
 saco de dormir, el  
 sal, la  
 sala de chat, la  
 sala de espera, la  
 sala de estar, la  
 sala de fiestas, la  
 sala de profesores, la  
 salado  
 salario, el  
 salchicha, la  
 salchichón, el  
 salida, la = departure  
 salida, la = exit  
 salida, la = outing  
 salir  
 salón de actos, el  
 salón, el  
 salsa, la  
 salud, la  
 saludable  
 saludar  
 saludos  
 salvar  
 sandalias, las  
 sangría, la  
 sano  
 santo, el  
 sardina, la  
 se(p)tiembre  
 sección, la  
 seco  
 secretario, el  
 secundario  
 seda, la  
 seguir  
 según  
 segundo  
 segundo, el  
 seguro  
 selección, la  
 seleccionar  
 sello, el = stamp

semáforo, el  
 Semana Santa, la  
 semana, la  
 sencillo  
 sensación, la  
 sentarse  
 sentido del humor, el  
 sentimiento, el  
 sentir (se)  
 señal, la  
 señor, el  
 señora, la  
 señorita, la  
 separado  
 separar la basura  
 separarse  
 séptimo  
 ser  
 serie, la  
 serio  
 servicio, el = service  
 servicios, los = toilets  
 servir  
 sesión, la  
 severo  
 sexto  
 si  
 sí  
 sida, el  
 siempre  
 sierra, la  
 siglo, el  
 siguiente  
 silencio, el  
 silla, la  
 sillón, el  
 simpático  
 sin  
 sin duda  
 sin embargo  
 sincero  
 sino  
 sitio web, el  
 sitio, el = place  
 sitio, el = space, room  
 sobre  
 sobre, el  
 sobresaliente  
 socio, el  
 ¡Socorro!  
 sofá, el  
 sol, el

solamente  
soldado, el  
soler  
solicitud, la  
sólo  
solo = alone  
soltero  
sombra, la  
sombrero, el  
sombriilla, la  
sonido, el  
sopa, la  
sorprendido  
sótano, el  
spray, el  
Sr. = señor  
Sra. = señora  
Srta. = señorita  
Sta. = santa  
subir  
sucio  
sudamericano  
sueldo, el  
suelo, el  
suficiente  
sugerir  
supermercado, el  
supervisar  
suplemento, el  
sur, el  
suspender

**T**

tabaco, el  
tal vez  
talla, la  
taller, el  
tamaño, el  
también  
tampoco  
tan ... como  
tanto ... como  
tapas, las  
taquilla, la = box office  
taquilla, la = ticket office  
tardar  
tardar = to take time  
tarde = late  
tarde, la = afternoon, evening  
tarea, la  
tarjeta de crédito, la  
tarjeta, la  
tarta, la

té, el  
teatro, el  
tebeo, el  
teclado, el  
técnico, el  
tecnología, la  
tela, la  
teléfono (móvil), el  
telenovela, la  
teletrabajo, el  
televisor, el  
tema, el  
temperatura, la  
templado  
temprano  
tenedor, el  
tener  
tener (calor)  
tener (el pelo ... /los ojos ...)  
tener ... años  
tener dolor de ...  
tener ganas  
tener hambre  
tener lugar  
tener miedo  
tener prisa  
tener que  
tener razón  
tener sed  
tener sueño  
tener suerte  
tenis, el  
tentación, la  
tercero  
terminar  
terrazza, la  
texto, el  
tiempo libre, el  
tiempo, el = time  
tiempo, el = weather  
tienda con fines benéficos, la  
tienda de comestibles, la  
tienda de ropa, la  
tienda, la = tent  
tienda, la = shop  
Tierra, la  
tijeras, las  
tímido  
tío, el  
típico  
tipo, el  
tirar = to throw (away)

título, el = university degree  
tocar = to play (an instrument)  
tocar = to touch  
todas las (semanas)  
todavía  
todo recto  
todos los (días)  
tolerante  
tomar  
tomar el sol  
tomar un año libre/sabático  
tomate, el  
tonto  
torcer  
torero, el  
tormenta, la  
tormentoso  
toro, el  
tortilla, la  
tortuga, la  
tostada, la  
tóxico  
trabajador = hard-working  
trabajador, el  
trabajar  
trabajo, el  
trabajos manuales, los  
tradición, la  
tradicional  
traductor, el  
traer  
tráfico, el  
Tráigame ...  
tranquilo  
transportar  
transporte (público), el  
transporte, el  
travieso  
tren, el  
trimestre, el  
triste  
trozo, el  
trueno, el  
turismo, el  
turista, el  
turístico  
tutor, el

**U**

últimamente  
último  
único  
uniforme, el  
unos (diez) = about (10)

usar  
 uso, el  
 útil  
 utilizar  
 uvas, las

**V**

vacaciones, las  
 vacío  
 vainilla, la  
 vale  
 valer la pena  
 valiente  
 vandalismo, el  
 vaqueros, los  
 vaso, el  
 veces, dos ... /tres ... , etc  
 vecino, el  
 vegetariano  
 vehículo, el  
 vela, la  
 vendedor, el  
 vender  
 venir  
 ventaja, la  
 ventana, la  
 ver  
 verano, el  
 verdad, la

verdadero  
 verde  
 verduras, las  
 vestido, el  
 vestuarios, los  
 veterinario, el  
 vez, una  
 vía, la  
 viajar  
 viaje, el  
 viajero, el  
 víctima, la  
 vida, la  
 videoclub, el  
 videojuego, el  
 vidrio, el  
 viejo  
 viento, el  
 viernes, el  
 vinagre, el  
 vino (blanco/rosado/tinto), el  
 violencia, la  
 violento  
 violeta  
 visita, la  
 visitante, el  
 visitar  
 vista, la

vivir  
 vivo = vivid, bright  
 vocabulario, el  
 voleibol, el  
 voluntario = voluntary  
 voluntario, el = volunteer  
 volver  
 volver a + inf..  
 volverse = to become  
 voz, la  
 vuelo, el

**Y**

y/e  
 y cuarto  
 y media  
 ya (que)  
 ya no  
 yogur, el

**Z**

zanahoria, la  
 zapatería, la  
 zapatillas de deporte, las  
 zapatos, los  
 zona peatonal, la  
 zona, la  
 zumo (de fruta), el

## Alphabetical Vocabulary List – Higher

### A

acceder  
 acoger  
 acoso escolar, el = bullying  
 actuación, la  
 adjuntar  
 adjuntar = to attach  
 advertir  
 agotar = to exhaust  
 agradecer  
 aguantar  
 agujero, el  
 ajedrez, el  
 albañil, el  
 alcoholismo, el  
 aldea, la  
 alimentación, la  
 alquiler (de coches), el  
 alquiler, el  
 amenazar  
 amistoso  
 anillo, el  
 apetecer  
 apodo, el  
 aprendiz, el  
 argentino  
 ataque cardíaco, el  
 atento  
 ático, el  
 atrevido  
 aumentar  
 aumento, el  
 avaro  
 avería, la  
 averiado  
 aviso, el

### B

balón, el  
 bañera, la  
 barrera generacional, la  
 boda, la  
 bonobús, el  
 bufanda, la

### C

calentamiento, el  
 callado  
 camión, el  
 camionero, el  
 camisa, el

cansar  
 cara, la  
 cargar = to load, charge  
 carnet de conducir, el  
 carpeta, la  
 carrera, la = profession  
 casco, el  
 cazadora, la  
 celoso  
 cerebro, el  
 CFCs, los  
 chileno  
 ciberespacio, el  
 cobarde  
 colombiano  
 combustible (fósil), el  
 cometer  
 comportarse  
 concurrido  
 confianza, la  
 confiar  
 conseguir  
 consumidor, el  
 consumir  
 consumo, el  
 contraseña, la = password  
 correr el riesgo  
 cortés  
 cubano  
 culpa, la

### D

dar de comer  
 dar una vuelta  
 de lujo  
 débil  
 dedicarse  
 deforestación, la  
 despacho, el  
 desperdicio, el  
 desván, el  
 detener (se)  
 dirección, la = management  
 disculpar (se)  
 disponible  
 DNI (National Identity card)  
 domicilio, el  
 drogadicto, el

### E

echar la culpa  
 efecto invernadero, el

ejecutivo, el  
 electrodomésticos, los  
 emigrar  
 en efectivo  
 encargado, el  
 encargado de encargarse  
 enérgico  
 enseñanza, la  
 entregar  
 entusiasta  
 envase, el  
 esfuerzo, el  
 esposo, el  
 estado civil, el  
 estar en huelga  
 estar estresado  
 estrella, la  
 estrés, el  
 estresante  
 estropear  
 expectativa, la = hope, prospect  
 extranjero, el = foreigner

### F

fumador pasivo, el  
 función, la

### G

gamberro, el  
 gases de escape, los = exhaust fumes  
 gemelo, el  
 género, el = gender  
 gerente, el  
 glotón

### H

hacer cola  
 hacer daño  
 hacer transbordo  
 hacer un aprendizaje  
 hervido  
 hígado, el  
 horno, el  
 huérfano, el

### I

inquietante  
 inquietar (se)  
 internauta, el  
 inundación, la  
 inyectar (se)

**L**

llegar a ser  
 llorar  
 lluvia ácida, la  
 lograr

**M**

madre soltera, la  
 maquillaje, el  
 marea negra, la  
 medalla, la  
 medias, las  
 merluza, la  
 motor, el

**O**

obra benéfica, la  
 ocuparse de  
 olor, el

**P**

panty, el  
 parientes, los  
 pelea, la  
 pelear (se)  
 perdonar  
 persianas, las = blinds  
 perspectiva, la  
 peruano  
 pesticida, el  
 petrolero, el  
 ponerse a + inf

porro, el  
 prensa, la  
 propósito, el = aim  
 provocar

**Q**

queja, la  
 quejarse

**R**

rebeca, la  
 recuerdo, el = memory  
 recurso, el = resource  
 reembolso, el  
 regresar  
 regreso, el  
 reírse  
 relacionarse con  
 reparto a domicilio, el  
 residencia (para ancianos), la  
 respiratorio  
 retraso, el  
 riesgo, el  
 riguroso

**S**

sabroso  
 satélite, el  
 seguro de sí mismo  
 selva, la  
 sensible  
 sequía, la

ser aficionado a  
 seropositivo  
 síndrome de abstinencia, el  
 “sin techo”, los  
 sobrino, el  
 solicitar = to apply  
 sonreírse  
 sudadera, la  
 surtido, el  
 sustancia química, la

**T**

tabacalera, la  
 tabaquismo, el  
 temperamento, el  
 testigo, el  
 torneo, el  
 torpe  
 traducir  
 tranvía, el

**U**

usuario, el

**V**

vago  
 vena, la  
 venta, la  
 vestíbulo, el  
 viudo  
 vivienda, la

# 4 Scheme of Assessment

## 4.1 Aims and learning outcomes

GCSE specifications in Spanish should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of Spanish. GCSE specifications in Spanish should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- develop understanding of Spanish in a variety of contexts
- develop knowledge of Spanish and language learning skills
- develop the ability to communicate effectively in Spanish
- develop awareness and understanding of countries and communities where Spanish is spoken.

## 4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Understand spoken language  
 AO2 Communicate in speech  
 AO3 Understand written language  
 AO4 Communicate in writing

### Quality of Written Communication (QWC)

In this specification quality of written communication in English will not be assessed.

### Weighting of Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Short Course units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1 or 2	Unit 3 or 4	
AO1 or AO3	40		40
AO2 or AO4		60	60
Overall weighting of units (%)	40	60	100

## Weighting of Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	20				20
AO2			30		30
AO3		20			20
AO4				30	30
Overall weighting of units (%)	20	20	30	30	100

### 4.3 National criteria

This specification complies with the following.

- The Subject Criteria for Spanish including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

### 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

### 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification	
	Unit 1	Unit 2	Unit 3	Unit 4	Short Course	Full Course
January 2010						
June 2010	✓	✓	✓	✓	✓	
January 2011	✓	✓			✓	
June 2011 onwards	✓	✓	✓	✓	✓	✓
January 2012 onwards	✓	✓			✓	✓

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for this qualification.

Unit 1 – 46951F; 46951H

Unit 2 – 46952F; 46952H

Unit 3 – 46953

Unit 4 – 46954

GCSE Short Course: spoken language certification – 4696

GCSE Short Course: written language certification – 4697

GCSE certification – 4698

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

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## 5.3 Private candidates

This specification is available to private candidates under certain conditions. Because of the nature of the controlled assessment, candidates must be attending an AQA centre which will supervise and assess the controlled assessment. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

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## 5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

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## 5.5 Language of examinations

We will provide units for this specification in English only.

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## 5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in Spanish: spoken language
- AQA GCSE Short Course in Spanish: written language
- AQA GCSE in Spanish

## 5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

### Listening (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

### Reading (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

### Speaking (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

### Writing (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

**Short Course** (maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

**Full Course** (maximum uniform mark = 300)

Grade	Uniform Mark Range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

## 5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates may re-sit the qualification an unlimited number of times.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

# 6 Controlled Assessment Administration (Speaking)

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

## 6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in the application of the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and / or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if:

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements;
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at

**mfl@aqa.org.uk.**

## 6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by means of summative comments on the work, referencing precise sections in the work.

## 6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by the specified date (see <http://www.aqa.org.uk/deadlines.php>). Centres will normally be notified which candidates'

work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

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## 6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

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## 6.8 Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work

may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

# 7 Moderation

## 7.1 Moderation procedures

Moderation of the Speaking is by inspection of a sample of candidates' work, sent from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). Centres entering fewer candidates than the minimum sample size should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

## 7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

## 7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes

# 8 Controlled Assessment Administration (Writing)

8

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

## 8.1 Authentication of controlled assessment

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own, and
- **teachers** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed Candidate Record Form for each candidate should be attached to his/her work.

If teachers have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the authentication statement should be signed and information given on the relevant form.
- If the teacher is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the marking process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

## 8.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

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## 8.3 Teacher support

AQA makes marked exemplar work available to centres. Controlled Assessment Advisers are appointed to provide guidance to centres.

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## 8.4 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Support of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

# Appendices

## A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account of in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

Understanding of spiritual, moral, ethical and social issues can be developed through the following contexts and topics: Lifestyle: Health; Relationships and Choices. It will not, however, be assessed.

Understanding of economic issues can be developed through the following contexts and topics: Leisure: Free Time and the Media. It will not, however, be assessed.

Understanding of cultural issues can be developed through the study of all contexts and topics. It will not, however, be assessed.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Understanding of European development can be developed through all of the contexts and topics since these relate to the countries/communities where the language is spoken. It will not, however, be assessed.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

Understanding of environmental issues can be developed through the following contexts and topics: Home and Environment: Environment. It will not, however, be assessed.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

---

## C Overlaps with other Qualifications

There are no overlaps with other qualifications at Levels 1 and 2 of the qualifications framework.

## D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information and Communication Technology.

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Spanish can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers’ Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>.

## E Controlled Assessment Exemplar Tasks for Speaking

### SPEAKING

#### Exemplar Task A i) – Cross Context

##### Task: Interview with a Homeless Person

You are being interviewed by your teacher. You will play the role of a homeless person and the teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- why are you homeless/living on the streets?
- what is a typical day like for you?
- what is the main problem for young people living on the streets and how do you deal with it?
- what would you like to be doing in 5 years time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What is the best thing that has happened to you as a homeless person?

#### Exemplar Task A ii) – Cross Context

##### Task: Interview with a Celebrity

You are being interviewed by your teacher. You will play the role of a celebrity and your teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- what is a typical day like for you?
- how do you spend your free time?
- what were your ambitions when you were younger?
- how do you feel about the publicity you receive?
- what would you like to be doing in 5 years' time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What are the best things about being a celebrity?

### Exemplar Task B i) – Leisure

#### Task: Cinema

You are going to have a conversation with your teacher about the cinema.

Your teacher will ask you the following;

- what sort of films do you like and why?
- who is your favourite actor/actress? Describe him/her.
- what is your opinion on going to the cinema?
- do you think it is better to go to the cinema or to hire a DVD? Why?
- describe your last visit to the cinema.
- what are your plans for next weekend?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you plan to see at the cinema in the near future?

### Exemplar Task B ii) – Leisure

#### Task: Holidays

You are going to have a conversation with your teacher about holidays.

Your teacher will ask you the following;

- what is your favourite type of holiday and why?
- do you think holidays are important? Why/why not?
- do you think people have too many holidays? Why/why not?
- describe your last holiday.
- what do you like doing on holiday and why?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Where will you go on your next holiday and why?

## Exemplar Task C – Work and Education

### Task: Part time Jobs

You are going to have a conversation with your teacher about part time jobs and work experience.

Your teacher will ask you the following;

- do you have a part time job at the moment? What do you do? When do you do it? How much do you earn?
- do you like your job? Why?
- where did you go for your work experience?
- do you think that work experience is a good idea? Why?
- what job would you like to do in the future? Why?
- what are the advantages and disadvantages of your chosen career?
- is unemployment a problem for young people? Explain your point of view.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What jobs/work experience do your friends do?

## F Controlled Assessment Exemplar Tasks for Writing

### Exemplar Task 1 – Home and Environment

#### Task: My life as a celebrity

You are a celebrity and have been asked to write a short magazine article about yourself.

You could include:

- personal information;
- your daily routine at home;
- what you enjoy doing and why;
- who is the most important influence in your life and why;
- your best achievement in life so far;
- your ambitions for the future.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

### Exemplar Task 2 – Cross Context

#### Task: Comparing my community and another

Compare the different lifestyle and customs between your own community and a very different community.

You could include:

- the people;
- their daily life;
- their attitudes and beliefs;
- their clothes;
- their homes;
- their food and drink;
- their free time;
- their education/work.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

### Exemplar Task 3 – Leisure

#### **Task: Holidays**

You decide to enter a competition for the chance of winning a two week holiday to Europe. You have to write an account of your holiday experiences and preferences.

You could include:

- a description of a recent holiday you have been on – where you stayed, how you got there, when you went etc;
- what you did whilst you were there;
- your opinion of the holiday;
- what type of holidays you like best and why;
- your plans for your holiday next year;
- why you think you should win the competition.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.



## GCSE Spanish Teaching from 2009 onwards

**Qualification Accreditation Number: 500/4480/1, 500/4610/X (SC Written) and 500/4617/2 (SC Spoken)**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5750.

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

Support meetings are available throughout the life of the specification.

Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

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