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WJEC GCSE in Spanish

For Teaching from 2012
For Award from 2014

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This is a linear specification: all assessments must be taken at the end of the course.

SPANISH

SUMMARY OF ASSESSMENT

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|---|
| Unit 1: Listening (20%) Written Paper: approx. 35 minutes (F) approx. 45 minutes (H) 40 marks (40 UMS) |
| Listening Comprehension with non-verbal responses and verbal responses in English/Welsh. |
| Unit 2: Speaking (30%) Controlled Assessment (untiered) 40 marks (60 UMS) |
| 2 tasks: Structured conversation Presentation and discussion |
| Unit 3: Reading (20%) Written Paper: 35 minutes (F) 45 minutes (H) 40 marks (40 UMS) |
| Reading comprehension with non-verbal and verbal responses in English/Welsh. |
| Unit 4: Writing (30%) Controlled Assessment (untiered) 40 marks (60 UMS) |
| 2 written tasks from different contexts. |

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

| | Entry Code | | June 2014 and each year thereafter |
|----------------------|------------|---------------------|------------------------------------|
| | Subject | Option* | |
| Unit 1 | 4521 | 01 or W1 (F) | ✓ |
| | 4521 | 02 or W2 (H) | ✓ |
| Unit 2 | 4522 | 01 or W1 | ✓ |
| Unit 3 | 4523 | 01 or W1 (F) | ✓ |
| | 4523 | 02 or W2 (H) | ✓ |
| Unit 4 | 4524 | 01 or W1 | ✓ |
| Subject Award | 4520 | LA or UL | ✓ |

*** Option Codes**

English Medium 01, Welsh Medium W1 - for units
English Medium LA, Welsh Medium UL - for subject award

Qualification Accreditation Number: 500/4583/0

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SPANISH

1 INTRODUCTION

1.1 Rationale

The GCSE Spanish specification will naturally enhance the European and global awareness of candidates. Similarly, opportunities will naturally arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied. Welsh-medium versions of specifications and question papers will be available. Opportunities will be provided for candidates to develop their Key Skills.

1.2 Aims and Learning Outcomes

Following a course in GCSE Spanish should encourage students 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 the language. The GCSE Spanish specification should prepare learners to make informed decisions about further learning opportunities and career choices.

The GCSE specification in Spanish will enable learners to:

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

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the study of Spanish in Key Stage 3. This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad 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 have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

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. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website (www.jcq.org.uk).

Depending on the severity of the disability, it may not be possible for candidates with speech or hearing impairment to meet the criteria for the assessment of speaking and listening skills. Depending on the degree of the disability, it may not be possible for candidates with visual impairment to meet the criteria for the assessment of reading.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

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.

2

CONTENT

Candidates will be required to :

- listen and respond to different types of language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification

The content that will be studied will cover the following broad contexts:

Personal and Social Life

The Local Community

The World of Work

The Wider World

Candidates should be able to use language for the following purposes:

- to say which languages they speak and how well
- to greet and address someone appropriately in the language
- to state whether or not something is understood
- to ask for something to be repeated
- to spell and to ask how something is spelt
- to ask what things are called in the target language
- to ask someone to speak more slowly
- to ask for explanation, clarification and help
- to make apologies
- to ask if something is correct
- to initiate a conversation
- to express agreement or disagreement
- to state preferences and give reasons
- to ask permission to do things
- to complain
- to ask for and offer help
- to give and seek opinions

Within the broad contexts, the following areas will be included.

Personal and social life

Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.

Local community

Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.

The world of work

Work experience, part-time jobs, future careers, technology (sending messages, accessing information).

The wider world

Travel and holidays, media, social issues (e.g, life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.

3 ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE Spanish is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) and C-G (Foundation Tier). Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

A candidate may enter for one tier only in each component at any particular examination sitting:

| Tier | Grades Available |
|------------|------------------|
| Higher | A*, A, B, C, D |
| Foundation | C, D, E, F, G |

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

The scheme of assessment will consist of:

External Assessment

Listening - Unit 1

The examination, lasting about 35 minutes (+ 5 minutes reading time) at Foundation Level and 45 minutes (+ 5 minutes reading time) at Higher Level, will be designed to allow candidates to show that they are able to understand spoken Spanish in a variety of situations. Each item will be heard twice. Candidates will be allowed five minutes to study the questions before the recording is played.

Use will be made of non-verbal responses, such as box ticking, multiple choice and matching and verbal responses in English/Welsh .

The listening test may assess, among other things, the comprehension of public announcements, instructions and requests, interviews, news items, short dialogues and monologues such as weather forecasts.

No dictionaries will be allowed.

Reading - Unit 3

The examination, lasting 35 minutes at Foundation Tier and 45 minutes at Higher Tier, will be designed to allow candidates to show that they are able to understand and respond to written Spanish in different registers and contexts and from different sources.

Use will be made of non-verbal responses such as box-ticking, multiple choice and matching and verbal responses in English/Welsh.

The reading test may assess, among other things, the comprehension of written public notices and signs, magazines or newspaper articles and personal information such as that found in letters, notes, e-mails or messages.

No dictionaries will be allowed.

Controlled Assessments

Speaking - Unit 2

Candidates may complete controlled assessments at any time during the course.

2 Tasks. They will comprise:

Structured conversation
Giving a presentation

Structured conversation based on the contexts (4-5 minutes) 20 marks.
Frameworks for the structured conversation will be provided or centres may create their own frameworks based on the interests of each candidate.

Giving a presentation (5-7 minutes) 20 marks.
A free choice of topic presented by the candidate (2-3 minutes) followed by discussion of the presentation (3-4 minutes).

Tasks will be administered and assessed by the classroom teacher and a sample sent to WJEC for moderation.

Exemplar material is provided in the specimen assessment papers.

The tasks must be chosen from different contexts.

Writing - Unit 4

Candidates may complete controlled assessments at any time during the course.

Candidates must complete two tasks, 20 marks each, which may be taken from a task bank provided by WJEC, or may be adapted by the teacher.

Candidates must complete all work under direct supervision within one session. Dictionaries will be allowed and candidates will have access to notes which they have prepared prior to the session that will be submitted with their work. Work may be produced by IT but teachers must ensure that there is no access to online grammar and spell checks.

The tasks must be chosen from different contexts.

All work will be sent to WJEC for marking.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1 Understand spoken language

AO2 Communicate in speech

AO3 Understand written language

AO4 Communicate in writing

The weighting of assessment objectives across examination components is as follows:

| | AO1 | AO2 | AO3 | AO4 | Total |
|-----------------------------|------------|------------|------------|------------|--------------|
| Listening Unit 1 | 20% | | | | |
| Speaking Unit 2 | | 30% | | | |
| Reading Unit 3 | | | 20% | | |
| Writing Unit 4 | | | | 30% | |
| Total Weighting | 20% | 30% | 20% | 30% | 100% |

4 AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. However, candidates may complete controlled assessment at any time during the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

| GRADE | MAX. | A* | A | B | C | D | E | F | G |
|---------------|------|-----|-----|-----|-----|-----|----|----|----|
| Units 1 and 3 | 40 | 36 | 32 | 28 | 24 | 20 | 16 | 12 | 8 |
| Units 2 and 4 | 60 | 54 | 48 | 42 | 36 | 30 | 24 | 18 | 12 |
| Subject Award | 200 | 180 | 160 | 140 | 120 | 100 | 80 | 60 | 40 |

5

ADMINISTRATION OF CONTROLLED ASSESSMENT

Regulations for controlled assessment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability.

The controlled assessments are untiered and differentiation is by outcome.

Speaking

Task setting

Limited control

There is a limited level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students' interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessments booklets) which will be changed every two years. Centres may adapt these tasks to suit the needs of their candidates (suggestions for alternative questions are given in the specimen assessment papers). Centre adaptations must also be changed every two years.

Task 1 – Candidates will take part in a structured conversation based on a framework (concept web) linked to one of the contexts. The conversation will last 4-5 minutes.

Task 2 – Candidates will give a presentation on a topic of their choice. The presentation will last 2-3 minutes and will be followed by a discussion with the teacher lasting 3-4 minutes.

Task taking

Medium control

Full details of the tasks are provided in the specimen assessment materials booklet.

Candidates may have sight of the Structured Conversation task 2 weeks prior to the test and may make notes (brief headings only). These notes should be handed to the teacher at the end of the test.

The Presentation task should show evidence of candidate research which may include on – line investigation or study through other relevant media. Candidates are permitted to use brief notes (no more than 30 words in bullet point form) which should be retained by the teacher. A visual stimulus such as a photograph, post card or small object may also be used.

Prior to the task, teachers should discuss the nature of the presentation with the students and offer advice on how to research the topic and advice on the language. No other support should be offered and teachers must not comment on the notes used to support the presentation.

During the assessments, candidates are not allowed access to a dictionary.

The assessments may be completed under informal supervision in the classroom where candidates may work in groups. For assessment purposes, however, candidates must provide an individual response.

Candidates may be assessed on more than one occasion for each task (using different tasks) and may submit the best marks.

Task marking **Medium control**

Teachers will conduct and assess the oral tasks following the criteria set out in the mark schemes in the specimen assessments booklet.

Candidates will be recorded and a sample (based on numbers in the group and following WJEC guidelines for all subjects) will be sent in May to WJEC for moderation.

Centres must ensure that careful internal standardisation is carried out when there is more than one teacher responsible for marking. Where internal moderation is necessary, the teacher assuming overall responsibility for this process should provide a written outline (which should be sent to the moderator) of the procedures that have been adopted.

Writing

Task setting **Limited control**

Candidates will be required to produce two pieces of written work from different contexts.

Candidates aiming at grades G-D should produce 200-350 words over the two pieces and candidates aiming at grades C-A* should produce 400-600 words.

There is a limited level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students' interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessments booklet) which will be changed every two years. Centres may adapt these tasks to suit the needs of their candidates (suggestions for alternatives are given in the specimen assessments booklet) or devise their own tasks. These tasks must be changed every two years.

Centres must ensure that tasks they have designed or adapted give candidates the opportunity to gain the highest marks.

Task Taking

High control

Full details of the tasks are provided in the specimen assessment materials booklet.

Candidates may have sight of the task 2 weeks prior to the test.

Preparation prior to assessment may include class notes, textbooks, dictionaries or IT resources and teacher input. Candidates should be encouraged to research the topic and teachers may offer advice on research methodology and advice on the language. No other support should be offered. A proforma will be provided by WJEC where teachers will record the advice given.

Each task will be completed during the course of a normal timetabled lesson (45-60 minutes). Candidates will complete all work independently under formal supervision and may access notes (35-40 words in bullet points) which must be submitted at the end of the task.

Candidates may use dictionaries and may complete the tasks using IT but teachers must ensure that there is no access to online spell checks and grammar notes.

Candidates may be assessed on more than one occasion for each task (using different tasks) and submit the best pieces for marking.

Task marking

High control

The two tasks for each candidate will be submitted to WJEC in May for external marking.

Further guidelines on the controlled assessments will be provided at Inset sessions and in the 'Guidelines for Teachers' booklet.

Authentication of Controlled Assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work will be provided by WJEC. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

6

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 must be interpreted in relation to the content specified by 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 overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade A

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.

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.

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.

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.

Grade C

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.

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.

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.

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.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

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.

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.

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.

7 THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE Spanish and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Spanish', available on WJEC website

Spiritual, moral, ethical, social, legislative, economic and cultural issues

The study of Spanish provides opportunities to promote:

- **spiritual development**, through stimulating candidates' fascination in the phenomenon of language and the meanings and feelings it can transmit;
- **moral development**, through helping candidates formulate and express opinions in Spanish about issues of right and wrong;
- **social development**, through exploring different social conventions, such as forms of address, through developing candidates' ability to communicate with others, particularly speakers of Spanish, in an appropriate, sympathetic and tolerant manner, and through fostering the spirit of co-operation when using Spanish to communicate with other people, whether other learners or native speakers;
- **cultural development and understanding of legislative and economic issues** through providing candidates with insights into cultural differences and opportunities to relate these to their own experience and to consider different cultural and linguistic traditions, attitudes and behaviours. Studying all aspects of the target-language country will foster an awareness of legislative and economic issues.

Environmental Issues & Health & Safety Considerations

The study of Spanish will help to inculcate in candidates an appreciation of environmental issues and contribute to candidates' environmental education. Health and Safety considerations will also be raised through the topic areas.

The European Dimension

The study of GCSE Spanish is naturally an integral part of the European dimension, equipping the workforce of the future with skills appropriate to the global economy. The study of Spanish widens candidates' horizons and increases awareness of the similarities and differences in the two cultures.

Citizenship

The study of Spanish will help to develop in candidates a full understanding of their roles and responsibilities as citizens in a modern democracy within a European context.

Opportunities for use of ICT

In order to play a full part in modern society, candidates need to be able to use ICT confidently and effectively. Opportunities will be provided, particularly in homework assignments, for candidates to demonstrate their use of ICT, through using audio, video and the internet to access and communicate information. The assessments may require candidates to read and respond to ICT based sources. Opportunities will be available for e-assessment.

Curriculum Cymreig

Candidates will have opportunities, through the target language, to discuss aspects of Welsh life and culture.

8

GRAMMATICAL STRUCTURES

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.

SPANISH 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)

SPANISH HIGHER TIER

All grammar and structures listed for Foundation Tier, plus:

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, lo, el 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 (<i>cuando</i>), after verbs of wishing, command, request, emotion, to express purpose (<i>para que</i>) |
| | | imperfect subjunctive (R) |
| Time: | use of <i>desde hace</i> with present tense | |
| | use of <i>desde hacía</i> with imperfect tense (R) | |

LANGUAGE FUNCTIONS

These functions can be defined as what we do with language. For example, we can use language to assert, question, command, persuade, apologise. The functions contained in this syllabus fall into four main categories:

- (a) giving and seeking factual information;
- (b) attitudes, judgement and evaluation;
- (c) getting things done;
- (d) socialising.

The examination will be designed to assess how well candidates can perform and respond to the functions listed below, within the context of the topic areas using the structures and vocabulary specified in the syllabus. Candidates entered for the Higher Tier would demonstrate a wider range of language functions.

The following list contains all the functions which candidates should be able to understand or express in the examination.

(a) Giving and Seeking Factual Information

1. asking for information
2. giving information
3. reporting (including explaining, describing and narrating)
4. correcting
5. stating whether or not you know something or someone
6. finding out whether or not someone knows something or someone.

(b) Attitudes, Judgement and Evaluation

1. expressing agreement and disagreement
2. inquiring about agreement and disagreement
3. stating whether or not you remember or have forgotten something or someone
4. finding out whether or not someone remembers or has forgotten something or someone
5. stating that something is possible or impossible
6. finding out whether something is considered possible or impossible
7. expressing lack of comprehension and/or requesting clarification
8. stating how certain or uncertain you are of something
9. finding out how certain or uncertain others are of something
10. expressing pleasure with, or liking of, something or someone
11. expressing displeasure with, or dislike of, something or someone
12. inquiring about pleasure, liking, displeasure, dislike
13. expressing interest or lack of interest
14. inquiring about interest or lack of interest
15. expressing surprise
16. expressing hope
17. expressing satisfaction or dissatisfaction
18. inquiring about satisfaction or dissatisfaction
19. expressing disappointment
20. expressing fear or worry
21. inquiring about fear or worry
22. expressing preference
23. inquiring about preference
24. expressing gratitude
25. expressing sympathy
26. expressing happiness and unhappiness

27. apologising and reacting to an apology
28. expressing approval or disapproval
29. inquiring about approval or disapproval
30. expressing appreciation
31. expressing regret
32. expressing indifference
33. accusing or reproaching
34. expressing ability and inability
35. finding out whether or not others can do something.

(c) **Getting Things Done**

1. suggesting a course of action
2. offering to do something
3. asking or inviting someone to do something
4. inviting others to do something
5. asking for advice
6. advising others to do (or not to do) something
7. warning others
8. instructing or directing others to do (or not to do) something
9. stating whether or not something is necessary or compulsory
10. finding out whether or not something is necessary or compulsory
11. giving and seeking permission to do something
12. finding out whether others have permission to do something
13. refusing permission
14. expressing need
15. finding out about need
16. expressing intention
17. inquiring about intention

18. expressing wish or desire
19. inquiring about wish or desire.

(d) **Socialising**

1. greeting people
2. introducing someone and being introduced
3. taking leave
4. attracting attention
5. congratulating, complimenting
6. offering good wishes.

GENERAL NOTIONS

The notions listed below indicate those which candidates should be able to understand and express. These contribute to the range of language candidates are expected to understand and express. Under each main heading, a brief list of examples is given in order to illustrate the individual notion. In certain sections, however, where it is considered appropriate, more detailed lists are provided.

(a) **EXISTENTIAL**

1. Existence, non-existence
e.g. *hay, ser, estar, existir.*
2. Presence, absence
e.g. *hay, estar, ausente, aquí, allí.*
3. Availability, non-availability
e.g. *tener, no tener, quedar. Me quedan 2 minutos.*
4. Occurrence, non-occurrence
e.g. *acontecer, pasar, tener lugar, suceder.*
5. Demonstration
e.g. *este, esta ... he aquí.*

(b) **SPACE**

1. Location

e.g. *donde, encontrarse, a la derecha, a fines de, afuera, enfrente de.*

2. Distance

¿ Queda lejos ? , estar a 'x' kms de, lejos de, cerca de, cercano, lejano.

3. Motion

ir, llegar, correr, bajar, subir, por encima de, hacia, adonde, de donde, todo recto, detenerse.

4. Direction

la derecha, la izquierda, todo recto.

5. Origin

en, de, de donde, salir, venir.

6. Motion with Person or Thing

acompañar, ir, traer, buscar, seguir.

7. Places

el lugar, aquí, allí, en alguna parte, la región, la provincia.

8. Dimensions

*¿ Qué número calza ? ¿ Qué número lleva ? ¿ Cuánto mide ?
venir largo, corto, pequeño, grande, tamaño.
centímetro, metro, tener 'x' metros de largo.*

(c) **TIME**

1. Calendar

*¿ Cuándo ? ¿ A cuántos estamos ? ¿ Qué fecha es ? Estamos al ...
Es el ...
Days of the week, months of the year, seasons, holidays.*

2. Clock

*¿ A qué hora ? ¿ Qué hora es ? Es la una. Son las dos. A la una. A las dos.
segundo, minuto, hora, mediodía, media noche, cuarto, media,
menos, en punto, adelantado, atrasado.*

3. Point in Time

*de aquí en 2 semanas
hoy, temprano, mañana, pasado mañana, por la mañana, por la tarde, anoche, a principios de, a mediados de, a fines de, el ...
que viene, al día siguiente, hace x semanas.*

4. Length of Time

Units of time as above; *el rato, la temporada, ocho/quince días.*
¿ Cuánto tiempo ?, dentro de, durar, llevar.

5. Frequency

nunca
de vez en cuando
soler
de costumbre
sólo, solamente
siempre
muchas veces

6. Sequence

'x' veces
por semana
primero
todos los domingos
antes
después
luego

7. Imminence

ir a + infinitive
pronto
dentro de poco
ahora mismo
inmediatamente

8. Rapidity

a 'x' kms por hora
despacio
rápido

9. Contemporaneousness

al mismo tiempo que
a la vez
ahora
mientras que

10. Begin, Continue, End

a partir de
empezar (ie) a,
seguir + Pres Part
hasta (que)
terminar.

11. Change and Permanence

*ir a + infinitive
cambiar
hacerse
quedar.*

(d) **QUALITIES AND CHARACTERISTICS**

1. Size

pequeño, grande, largo, corto, número, tamaño.

2. Age

*¿ Cuántos años ? Tener 'x' años
Niño, adulto, joven, moderno, nuevo, viejo.*

3. Appearance

parecer, bonito, guapo, feo, sucio, limpio.

4. Quantity

*¿ cuánto ? el gramo, el kilo, el litro, bastante, mucho, más,
demasiado, poco.*

5. Shape

cuadrado, en forma de, redondo.

6. Temperature

hacer frío, calor, la temperatura, bajo cero.

7. Quality

bien, bueno/malo, excelente.

8. Access

*entrada/salida, cerrado/abierto, libre/ocupado, prohibido/permitido,
vedado, salida.*

9. Value

barato, caro, la ganga, la oferta, la rebaja.

10. Correctness

(no) tener razón, incorrecto, correcto, exacto.

11. Nationality

¿ de dónde ?, el país, ser, inglés ... extranjero, galés.

12. Facility
ayudar, fácil/difícil, impedir, intentar, tratar de.
13. Interest
aburrirse, interesante, interesar, dedicarse a, aficionado a.
14. Emotion
querer, odiar, contento, triste, deprimido, nervioso, de buen humor, ansioso, animado.
15. Strength
andar bien, mal, ir tirando, débil, fuerte, cansado.
16. Materials
de madera, de algodón, de cuero, de lana, metálico, de papel, plástico, de vidrio.
17. Taste and Smell
el gusto, el olor, el perfume, el sabor, sentir, experimentar, probar, oler a, saber a.
18. Colour
¿ De qué color ?
19. Personal Characteristics
(des) agradable, simpático, divertido, gracioso, antipático, falso.
20. Degree, Manner
además, bastante, tan + adj, adv, más + adj - que.

(e) **MENTAL NOTIONS**

1. Senses
Escuchar, oír, gustar, mirar, ver.
2. Communication
preguntar, pedir, decir, hablar, escribir.
3. Expression
*¡ Hasta luego ! ¡ estupendo ! ¡ qué bien ! ¡ hasta mañana ! ¡ encantado !
¡ mucho gusto !*

4. Reflection

creer, preguntarse, olvidar, acordarse de que, pensar, opinar.

(f) **RELATIONS**

1. Logical

con respecto a, por lo tanto, porque, por consiguiente.

2. Actions

recibir, saludar.

3. Question words

¿ cuánto ? ¿ cómo ? ¿ dónde ? ¿ por qué ? ¿ quién ?

VOCABULARY

This Section contains an alphabetical list of the minimum core vocabulary for Foundation Tier.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter unfamiliar vocabulary which may occur in the listening and reading papers. This vocabulary will not be tested.

The following will **not** be included:

- easily recognisable cognates
- prefixes or suffixes to words already listed
- derivatives
- words in common use in English
- English words in common use in the foreign language
- towns, countries and nationalities
- numerals and ordinals
- days of the week, months of the year and seasons
- genders
- meanings
- plurals

A

a

a la derecha
 a mediados de
 a la vez
 a causa de
 a eso de
 a fines de
 a partir de
 a principios de
 a veces
 a pie
 a orillas de
 abajo
 abierto
 abrazo
 abrigo
 abrir
 abuela
 abuelo
 aburrido
 aburrirse
 acabar de
 aceite
 aceptar
 acercarse
 acero
 acompañar
 acordarse de
 acostarse
 actividad
 adelante
 además
 adentro
 adicción
 adicto
 adiós
 adonde
 ¿adónde?
 aduana
 adulto
 aeropuerto
 afeitarse
 aficionado a
 afuera
 afueras
 agencia de viajes
 agradable
 agradecido
 agua mineral (con gas/sin gas)
 agua potable
 agua
 ahí
 ahora

ahorrar
 aire acondicionado
 ajedrez
 ajo
 al día siguiente
 al lado de
 al principio
 al final de
 al aire libre
 albergue juvenil
 aldea
 alegre
 alfombra
 algo
 algodón
 alguien
 alguno
 alimentación
 allí
 almacén
 almorzar
 almuerzo
 alquilar
 alrededor de
 alto
 alumno/a
 ama de casa
 amable
 amarillo
 americana
 amigo/a
 amor
 amueblado
 ancho
 anciano
 andar
 andar mal
 andar bien
 andén
 animado
 animal
 antes (de)
 anoche
 anteayer
 antiguo
 antipático
 anuncio
 año
 apagar
 aparcamiento
 aparcar
 apartamento
 apellido
 aperitivo
 aprender
 aprobar

aprovechar
 aproximadamente
 aquí
 árbol
 armario
 arreglar
 arriba
 arroz
 arte
 artículo
 artista
 asado
 ascensor
 aseos
 así
 asiento
 asignatura
 asistir a
 atención
 aterrizar
 atraco
 atrás
 aun
 aún
 aunque
 ausente
 autobús
 autocar
 autopista
 autoservicio
 autostop
 AVE
 avenida
 avión
 ayer
 ayudar
 ayuntamiento
 azafata
 azúcar
 azul

B

bacalao
 bailar
 bajar
 bajo
 bajo cero
 balcón
 baloncesto
 bañador
 bañarse
 baño
 bar
 barato

barco
 barra
 barrio
 bastante
 beber
 bebida
 biblioteca
 bicicleta
 bien
 bienvenido
 billete de ida
 billete de ida y vuelta
 billete de banco
 bistec
 blanco
 bloque
 blusa
 boca
 bocacalle
 bocadillo
 boda
 bodega
 bolígrafo
 bolsa
 bolso
 bonito
 bosque
 botella
 brazo
 brillar
 broncearse
 buenas noches
 buenas tardes
 bueno
 buenos días
 burro
 buscar
 butaca
 buzón

C

caballero
 caballo
 cabeza
 cabina telefónica
 cada
 cadena
 caer
 café
 cafetería
 caja
 caja (de ahorros)
 cajero automático
 calamares

| | |
|----------------------|---------------------------|
| calcetines | cerrar con llave |
| calefacción central | cerrar(se) |
| caliente | cerveza |
| calle | césped |
| calor | champiñones |
| caluroso | chaqueta |
| calvo | charcutería |
| calzados | cheque de viajero |
| cama | cheque |
| camarero | chico/a |
| cambiar | chocolate |
| cambio | chófer |
| camino | chorizo |
| camión | chuleta |
| camisa | churro |
| camiseta | ciclismo |
| campesino | ciego |
| camping | cielo |
| campo | cien(to) |
| canal | ciencias |
| canción | cierto |
| cansado | cigarrillo |
| cantar | cine |
| cantina | cinta |
| capital | cinturón (de seguridad) |
| cara | circulación |
| carne | ciruela |
| carnet de conducir | cita |
| carnicería | ciudad |
| caro | claro |
| carretera | clase |
| carta | cliente |
| cartera | clima |
| cartero | coche |
| casa | coche cama |
| casarse | coche comedor |
| casi | cocido |
| caso | cocina |
| castellano | cocina (de gas/de butano) |
| castillo | cocinar |
| causa | código postal |
| cebolla | coger |
| ceder el paso | col |
| cederom | colchón (de aire) |
| cena | coleccionar |
| cenar | colegio |
| centímetro | colgar |
| centro | coliflor |
| centro polideportivo | collar |
| cepillo | color naranja |
| cerámica | color |
| cerca de | comedor |
| cercano | comenzar |
| cerdo | comer |
| cero | comestibles |
| cerrado | comida |

comisaría
 como
 ¿cómo?
 cómodo
 compañero/a
 compañía
 compartir
 completamente
 completo
 comprar
 compras
 comprender
 computadora
 comunicar
 con respecto a
 con mucho gusto
 con permiso
 con destino a
 con
 concierto
 conducir
 conductor
 confitería
 conocer
 consigna
 contaminación
 contar
 contento
 contestar
 continuamente
 continuar
 contra
 control de pasaportes
 copa
 corazón
 corbata
 cordero
 correcto
 corregir
 correo electrónico
 correos
 correr
 correspondiente
 corrida
 cortar(se)
 cortina
 corto
 cosa
 coser
 costar
 costumbre
 creer
 crema
 crimen
 cristal
 cruce

crucero
 cruzar
 cuaderno
 cuadrado
 cuadro
 ¿cuál?
 cuando
 ¿cuándo?
 cuanto (antes)
 ¿cuánto?
 cuarto (de baño)
 cubierto
 cuchara
 cuchillo
 cuenta
 cuero
 cuerpo
 cuidado
 cuidar
 cumpleaños
 cumplir
 curso
 cuyo

D

d.n.i.
 dar un paseo
 dar una vuelta
 dar
 darse prisa
 datos informativos
 de
 de repente
 de ninguna manera
 de esta manera
 de donde
 ¿de dónde?
 de vez en cuando
 de costumbre
 de acuerdo
 de nada
 de prisa
 de pie
 de moda
 de buen humor
 debajo de
 deber
 deberes
 débil
 decidir
 decir
 dejar caer
 dejar
 delante (de)
 deletrear

delgado
delicioso
demás, lo/los/las
demasiado
dentro de poco
dentro (de)
dependiente
deporte
deportista
deportivo
deprimido
derecha
desafortunadamente
desagradable
desayunar
desayuno
descansar
descargar
describir
descolgar
descuento
desde
desde luego
desear
despacho
espacio
despertar(se)
después (de)
desvío
detener(se)
detrás (de)
devolver
día
día laborable
día de mi santo
día de fiesta
diario
dibujo
diccionario
diente
dieta
difícil
dígame
dinero
dios
dirección
director
disco
disfrutar
diskette
distinto
diversión
divertido
divertirse
divorciado
doblar

doble
docena
doler
dolor
domicilio
don
donde
¿dónde?
doña
dormir(se)
dormitorio
drogarse
drogadicto
drogas
ducha
 ducharse
dulce
durante
durar
duro

E

esquina
echar
echar una carta
edad
educación
efectuar
ejército
electrotrén
elegir
embalse
empezar
empleado
empleo
empujar
en punto
en forma de
en alguna parte
en
en medio de
en seguida
encantado
encender
encima (de)
encontrar(se)
encuesta
encuestado
enfadarse
enfermedad
enfermera
enfermo
enfrente (de)
enhorabuena
ensalada

enseñar
 entender
 entonces
 entrada
 entrar
 entre
 entregar
 entremeses
 entrenarse
 enviar
 envolver
 equipaje
 equipo
 equivocarse
 escalera
 escribir (a máquina)
 escuchar
 escuela
 español/a
 especial
 espectáculo
 esperar
 espere un momento
 espeso
 esposo/a
 esquiar
 esta mañana
 esta noche
 está prohibido
 estación (de autobuses)
 estación de servicio
 estadio
 estancia
 estanco
 estar de pie
 estar de acuerdo
 estar sentado
 estar mal
 estar
 estar bien
 este
 estimado
 estómago
 estrecho
 estrella
 estudiante
 estudiar
 estudio
 estupendo
 euro
 europeo
 examen
 experiencia laboral
 explicar
 exposición
 exterior

extranjero
 extraño

F

fábrica
 fácil
 falda
 falso
 falta
 faltar
 familia
 farmacia
 fatal
 fax
 fecha
 Felices Pascuas
 felicidades
 feliz
 feo
 feria
 ferrocarril
 fiebre
 fiesta
 fíjate
 fijo
 filete
 fin (de semana)
 final
 firma
 física
 flan
 flor
 folleto
 fondo
 forma
 foto
 frase
 fregar (los platos)
 fresa
 fresco
 frío
 frito
 frontera
 fruta
 frutería
 fuego
 fuente
 fuera de servicio
 fuera (de)
 fuerte
 fumar
 funcionar

G

gafas (de sol)
galleta
gambas
ganar
ganga
garaje
gas
gaseosa
gasolina
gastar
gato
generalmente
gente
gerente
giro postal
gobierno
gol
gordo
gracias
gracioso
grado
gramo
grande
grandes almacenes
granja
gratis
gratuito
gris
gritar
guapo
guardar
guardarropa
Guardia Civil
guerra
guía
guía telefónica
gustar
gusto

H

haber
habitación
hablar
hace
hace poco
hacer(se)
hacer calor
hacer falta
hacer frío
hacer preguntas
hacerse

hacia
hallar(se)
haba
habitante
helado
herido/a
hermano/a
hermoso
hielo
hierba
hijo/a
hogar
hola
hombre (de negocios)
horario
horchata
hostal
hoy
huevo
hambre
hasta
hasta la vista
hasta luego
hasta mañana
hay
hay que
hecho
hora

I

i.v.a.
idea
ideal
idioma
iglesia
igual
igualmente
imbécil
impermeable
importar
impresora
impuesto
incendio
incluido
incómodo
incorrecto
indicar
individual
industria
información
informática
ingeniero
inmediatamente
inmenso

instituto
 intentar
 intercambio
 internauta
 interés
 interesar
 interior
 Internet
 interurbano
 invitado
 inyectarse
 inyección
 ir
 ir de paseo, de compras, de vacación
 isla
 izquierda

J

jabón
 jamás
 jamón
 jardín
 jarra
 jefe
 jerez
 jersey
 joven
 jugo de fruta
 judías verdes
 juego
 jugar (a)
 junto a
 juntos
 justo

K

kilo
 kilómetro
 kiosco

L

lado
 lago
 lana
 lápiz
 largo
 lástima
 lavabo

lavar(se)
 leche
 lechuga
 leer
 legumbres
 lejano
 lejos (de)
 lengua
 lento
 letra
 levantar(se)
 libre
 libro (de reclamaciones)
 ligero
 limón
 limpiar
 limpio
 línea (aérea)
 lista
 listo
 litro
 llamar
 llamar por teléfono
 llave
 llegada
 llegar
 llenar
 llevar
 llevar retraso
 llover
 lluvia
 luego
 lugar
 luna
 lámpara
 langosta
 largo recorrido
 lata
 lavadora (automática)
 lavaplatos
 lección
 libra
 liga
 liquidación
 llamada telefónica
 lleno
 llorar
 localidad
 loco
 luz

M

madera
 madre

madrugada
magnetófono
mal
maleta
malo
mamá
mandar
manera
mano
mantener(se)
mantequilla
manzana
mañana
mapa
máquina de escribir
máquina (de afeitar/fotográfica)
mar
maravilloso
marcar
marchar(se)
marido
mariscos
marrón
más
matar
matrimonio
mayor
mayoría
mecanografía
media hora
media pensión
medianoche
medias
medicina
médico
medio/a
mediodía
medir
mejor
melocotón
menor
menos
mensaje
mercado
merendar
merienda
merluza
mermelada
mes
mesa
metro
miedo
miembro
mientras
minuto
mirar

misa
mismo
mitad
mixto
modo
moda
mojar(se)
molestar
momento
moneda
montaña
montar (a caballo)
moreno
morir
mosca
mostrador
mostrar
motivo
moto
motor
mozo
muchacho/a
muchas gracias
muchas veces
muchedumbre
mucho menos
mucho más
mucho
mucho gusto
muebles
muerte
muerto
mujer
multa
mundo
museo
muy
muy bien

N

nacer
nacimiento
nada
nadar
nadie
naranja
naranjada
nata
natación
natural
navegar por la red
Navidad
necesario
necesitar

negro
 neumático
 nevar
 nevera
 ni ... ni ...
 niebla
 nieve
 ninguno
 niño/a
 no
 noche
 Nochebuena
 Nochevieja
 nombre
 normalmente
 norte
 nota
 noticias
 novio/a
 nube
 nuevo
 número
 nunca

O

o > u
 obligatorio
 objeto
 obra
 obrero
 obtener
 ocupado
 ocupar
 ocurrir
 odiar
 oeste
 oferta
 oficina de objetos perdidos
 oficina de correos
 oficina (de turismo)
 ofrecer
 oiga
 oír
 ojo
 oler a
 olor
 olvidarse de
 operación
 opinar
 ordenador
 orilla
 oro
 oscuro
 otra vez

otro
 oveja
 oye

P

padre
 padres
 paella
 pagar
 página web
 país
 pájaro
 palabra
 palacio
 pálido
 pan
 panadería
 pantalla
 pantalones
 pañuelo
 papá
 papel
 papel higiénico
 paquete
 par
 para
 parada
 parador
 paraguas
 parar(se)
 parecer
 parecido
 pared
 pareja
 pariente
 parque (de atracciones/infantil)
 parte
 particular
 partido
 partir
 pasado mañana
 pasajero
 pasar (la aspiradora)
 pasarlo bien
 pasatiempo
 Pascua
 pasear(se)
 paseo
 pasillo
 paso para peatones
 pasta de dientes
 pastel
 pastilla
 patata

patio
patrón
peatón
pedazo
pedir
peinarse
peine
película
peligro
peligroso
pelo
pelota
peluquería
pena
pendiente
pensar
pensión
peor
pequeño
pera
perder
perderse
pérdida
perdón
perdona/e
perezoso
perfectamente
perfume
periódico
permiso
permiso (de conducir)
permitir
pero
perro
persona
pesado
pesar
pescado
peseta
pie
piedra
pijama
pila
pinchazo
piña
pisar
piscina
piso
pista
pizarra
planchar
plano
planta (baja)
plástico
plata
plátano

plato
platos combinados
playa
plaza (de toros)
pobre
pobreza
pocas veces
poco
poder
policía
política
político
pollo
poner(se)
por ejemplo
por todas partes
por lo menos
por la noche
por fin
por supuesto
por ciento
por lo tanto
por
por la mañana
por lo general
por eso
por favor
porque
¿por qué?
portero
posible
postal
postre
practicar
práctico
precio
precioso
preferir
pregunta
preguntar
preguntarse
prensa
premio (gordo)
preocupado
preocuparse
preparar
presentar
prestar
primero
primera clase
primo
principal
principio
prisa
probar
problema

procedente de
 producir
 profesión
 profesional
 profesor
 profundo
 programa
 prohibido
 prohibir
 prometer
 pronóstico
 pronto
 propietario
 propina
 propio
 proponer
 proteger
 protección
 provincia
 próximo
 prueba
 público
 pueblo
 puente
 puerta
 puerto
 puesto
 puro

Q

¡qué bien!
 ¿qué hay?
 ¿qué tal?
 ¡qué va!
 que
 que viene
 ¿qué?
 quedar(se)
 querer
 querer decir
 queso
 quien
 ¿quién?
 quitar(se)
 quizá
 querido
 química
 quiosco

R

ración
 radio
 ranura

rápidamente
 rápido
 raro
 ratero
 rato
 ratón
 ratos libres
 razón
 rebajas
 recibir
 recibo
 reciente(mente)
 recomendar
 recordar
 recreo
 recto
 recuerdo
 red
 redondo
 refugiarse
 refugio
 refresco
 regalar
 regalo
 régimen
 región
 regla
 reír(se)
 religión
 rellenar
 reloj
 RENFE
 reparar
 repetir
 reportaje
 reservar
 resfriado
 residencia
 restaurante
 retraso
 retrete
 reunión
 revisor
 revista
 rico
 riesgo
 río
 robar
 rogar
 rojo
 romper
 ropa
 ropa (interior)
 rosa
 roto
 rubio

rueda
ruido
ruidoso

S

sábana
saber
saber a
sabor
sacar
sacar fotos
saco (de dormir)
sal
sala de juegos
sala (de espera/de fiestas)
salario
salchicha
salida
salir
salón
salud
saludar
sano
saludo
santo
satisfecho
sección
seco
secretaria
sed
seguir
según
segundo
segunda clase
seguridad social
seguro
selección
sello
semáforo
semana
semanal
Semana Santa
sencillo
sentado
sentarse
sentir(se)
señal
señas
señor
señores/señoras
señorita
ser
serio
servicio

servicio militar
servicios
servilleta
servir
sequía
sesión
si
sí
sida
sidra
siempre
sierra
siesta
siglo
significar
silbar
silencio
silla
sillón
simpático
sin duda
sin embargo
sin hogar
sin
sin/domicilio fijo/hogar fijo
sino
sitio
situado
sobre(todo)
sobresaliente
sobrino
socio
sol
solamente
soler
solo
sólo
soltero/a
sombra
sombrero
sondeo
sonreírse
sopa
sorpresa
subir
sucio
suelo
sueño
suerte
súper
supermercado
suplemento
sur
suspender

T

taberna
 tal vez
 tal(es)
 TALGO
 taller
 también
 tamaño
 tampoco
 tan (como)
 tanto (como)
 tanto
 tapa
 taquigrafía
 taquilla
 tardar
 tarde
 tarifa (de precios)
 tarjeta (de crédito)
 tarjeta telefónica
 tarjeta postal
 tarta
 taxi
 taza
 té
 teatro
 tebeo
 teclado
 tele
 telefonar
 teléfono
 telenovela
 televisión
 televisor
 temperatura
 temporada
 temprano
 tenedor
 tener calor
 tener éxito
 tener frío
 tener x años
 tener
 tener miedo
 tener razón
 tener que
 tener lugar
 tener hambre
 tener sed
 tener prisa
 TER
 Tercer Mundo
 tercero
 terminar

ternera
 terraza
 textear
 tiempo
 tienda
 tierra
 timbre
 tímido
 tinto
 tío/a
 tipo
 tirar(se)
 toalla
 tocadiscos
 tocador
 tocar
 todavía
 todo
 todo derecho
 todo recto
 todo el mundo
 tomar el sol
 tomar (algo)
 tomate
 tonto
 torcer
 tormenta
 toro
 tortilla
 tostada
 tostarse
 total
 toxicómano
 toxicomanía
 trabajador
 trabajar
 trabajo
 trabajos manuales
 traer
 traje (de baño)
 tranquilo
 tránsito
 tranvía
 tratar de
 tren
 trimestre
 triste
 trozo
 trucha
 turista

U

último
 único

uniforme
universidad
urgente
usar
útil
utilizar
uva

V

vaca
vacaciones
vacío
vado permanente
vagabundo
vale
valer
valle
vaqueros
varios
vaso
vecino
vegetariano
vela
velocidad
vender
venir
venta
ventana
ventanilla
ver
verdad
verdadero
verde
verduras
vestíbulo
vestido
vestirse
vez
vía
viajar
viaje

viajero
vida
video juegos
viejo
viento
Viernes Santo
vinagre
vino
visita
visitar
vista
vivir
volar
volver
voz
vuelo
vuelta

W

wáter
windsurf

Y

y > e
ya
yogur

Z

zapato
zona (azul)
zanahoria
zumo