

IGCSE

French, Spanish

Teacher's guide

Edexcel IGCSE in French (4FR0)

Edexcel IGCSE in Spanish (4SP0)

First examination 2011



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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in French and the Edexcel International General Certificate of Secondary Education (IGCSE) in Spanish are designed for schools and colleges. They are part of a suite of IGCSE qualifications offered by Edexcel.

About this guide

This guide is for teachers who are delivering, or planning to deliver, the Edexcel IGCSE in French and the IGCSE in Spanish qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- expands on the information in the specification on course requirements
- provides details of Assessment Objectives (AO) and criteria
- provides support in training students in listening and reading skills
- provides support in preparing students for the writing test
- gives guidance for the speaking test
- explains assessment procedures
- offers you suggestions for a range of websites
- provides a substantial and comprehensive glossary of vocabulary.

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Why choose this qualification?

The Edexcel IGCSE in French and the IGCSE in Spanish:

- enables students to show what they know, understand and can do
- provides a single tier of entry which tests the whole ability range
- provides written assessment in listening, reading and writing skills
- provides a separately endorsed examination of spoken language
- has been developed with rubrics in English and the target language
- has been developed with clearly-defined lists of topic areas
- provides a foundation for Edexcel GCE AS and Advanced GCE in French and for Edexcel GCE AS and Advanced GCE in Spanish, and other equivalent qualifications.

Go to www.edexcel.com/igcse2009 for more information about this IGCSE and related resources.

Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with IGCSE 2009.

Website

Our dedicated microsite www.edexcel.com/igcse2009 is where you will find the resources and information you need to successfully deliver IGCSE qualifications. To stay ahead of all the latest developments visit the microsite and sign up for our email alerts.

Ask Edexcel

Ask Edexcel is our free, comprehensive online enquiry service. Use Ask Edexcel to get the answer to your queries about the administration of all Edexcel qualifications. To ask a question please go to www.edexcel.com/ask and fill out the online form.

Ask the Expert

This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about IGCSE 2009 and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Go to www.edexcel.com/asktheexpert for contact details.

Regional offices

If you have any queries about the IGCSE 2009 qualifications, or if you are interested in offering other Edexcel qualifications your Regional Development Manager can help you. Go to www.edexcel.com/international for details of our regional offices.

Head Office – London

If you have a question about IGCSE 2009 and are not sure who you need to ask, email us on IGCSE2009@edexcel.com or call our Customer Services Team on +44 (0) 1204770696.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination is available. Go to www.edexcel.com for details.

Section A: Qualification content

Introduction

The IGCSE in French and the IGCSE in Spanish are designed for use in schools and colleges. They are part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

- To develop an understanding and use of the spoken and written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- To develop the ability to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures.
- To develop a knowledge and understanding of the target language's grammar and its practical application.
- To develop a knowledge and understanding of the countries and communities where the target language is spoken.
- To develop positive attitudes towards modern foreign language learning.
- To give students a suitable foundation for further study of the target language, or another language.

Assessment and progression

- Two single-tier papers which cover written assessment in listening, reading and writing skills.
- Grading A*-G.
- First assessment in June 2011.
- Provides a separately endorsed examination of spoken language with rubrics in English and the target language, with clearly-defined lists of topic areas.
- Provides a foundation for Edexcel GCE AS and Advanced GCE in French and for Edexcel GCE AS and Advanced GCE in Spanish, and other equivalent qualifications.

Information for Edexcel centres

There are no changes to the legacy Edexcel IGCSE in French (4365) and the legacy Edexcel IGCSE in Spanish (4440) subject content or assessment.

Information for centres starting the Edexcel IGCSE for the first time

The content of the Edexcel IGCSE in French and the Edexcel IGCSE in Spanish reflects the content in other examination board IGCSE and O Level specifications. Teachers who have taught other IGCSE and O Level French and Spanish qualifications will therefore be familiar with all topic areas in this qualification.

It is unlikely that teachers will need to substantially adapt their existing resources in order to teach this qualification successfully and effectively.

Section B: Assessment

Assessment overview

The table below gives an overview of the assessment for this course.

We recommend that you make this information available to students to help ensure they are fully prepared and know exactly what to expect in the assessment of these papers.

Papers 1 and 2

The scheme of assessment consists of a **single-tier** targeted at grades A* to G, and **two** components (Paper 1 and Paper 2). Students are required to take **both** components. The examination papers assess the full range of achievement.

Paper 1: Listening	Percentage	Marks	Time	Availability
4FR0/01 (French) Externally assessed	$33\frac{1}{3}$	30	30 minutes (plus 5 minutes reading time)	June examination series First assessment June 2011
4SP0/01 (Spanish) Externally assessed				
Paper 2: Reading and Writing	Percentage	Marks	Time	Availability
4FR0/02 (French) Externally assessed	$66\frac{2}{3}$	60 30 for reading/ 30 for writing	1 hour 30 minutes	June examination series First assessment June 2011
4SP0/02 (Spanish) Externally assessed				

Optional Paper 3 – Separately endorsed assessment of spoken language

In addition to the Paper 1 and Paper 2 components, students may also take a test of spoken language. This will be separately endorsed, and awarded a grade on a scale of A* to G. The certificate awarded will report achievement in spoken language separately. There will be an additional fee for each student entering for the spoken language test.

Paper 3: Speaking	Percentage	Marks	Time	Availability
4FR0/03 (French) Externally assessed	100	60	Maximum of 10 minutes	June examination series First assessment June 2011
4SP0/03 (Spanish) Externally assessed				

Assessment Objectives and weightings

Papers 1 and 2

	% in IGCSE
AO1: understand and respond to spoken language	33 $\frac{1}{3}$ %
AO2: communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	33 $\frac{1}{3}$ %
AO3: understand and respond to written language	33 $\frac{1}{3}$ %
Total	100%

Optional Paper 3

	% in spoken language
AO4: communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	100%
Total	100%

Assessment summary

Paper 1: Listening	Description	Knowledge and skills
<p>4FR0/01 (French)</p> <p>4SP0/01 (Spanish)</p>	<p>There will be two sections as follows.</p> <p>Section A (15 marks)</p> <p>Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers. The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticking boxes or performing matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal. Questions targeted at grades D to G will require mainly non-verbal answers.</p> <p>Section B (15 marks)</p> <p>There will be two longer extracts in Section B. Comprehension will be tested through a range of question types, both verbal and non-verbal.</p> <p>Overall total: 30 marks</p>	<p>The Assessment Objectives (AO) covered in this assessment are:</p> <p>AO1: 33$\frac{1}{3}$ %</p> <p>AO2: 0%</p> <p>AO3: 0%</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • identify and note main points • deduce the meaning of words from context • extract specific details • identify points of view • show some understanding of unfamiliar language • understand reference to past, present and future events • recognise attitudes, emotions and opinions • draw inferences and conclusions.

Paper 2: Reading and Writing	Description	Knowledge and skills
<p>4FR0/02 (French) 4SP0/02 (Spanish)</p>	<p>The paper will consist of three sections, detailed below. Students are advised to spend about 30 minutes on each section.</p> <p>Section A</p> <p><u>Part 1 (15 marks for reading)</u></p> <p>The aim of Section A, part 1, is to assess students' abilities to understand and use information from a range of texts. Answers required in Section A, part 1, will be mainly non-verbal. Answers will be assessed for communication only, according to a mark scheme. Grammatical accuracy will not be assessed in this part of the paper.</p> <p><u>Part 2 (10 marks for writing)</u></p> <p>Students will be required to write about 50 words in the target language, on a topic related to the final reading passage in Section A, part 1. The response will be assessed for communication and language.</p> <p>Section B</p> <p><u>Part 1 (5 marks for reading)</u></p> <p>Students will be required to answer questions on one reading passage. Answers required in Section B, part 1, will be mainly non-verbal.</p> <p><u>Part 2 (10 marks for reading, 5 marks for writing)</u></p> <p>Students will be required to read a longer passage and to respond to a series of questions. 10 marks will be available. Students will be required to show the ability to manipulate the language of the original text, and/or to use their own words and phrases to express ideas from the text.</p>	<p>The Assessment Objectives (AO) covered in this assessment are: AO1: 0% AO2: 33$\frac{1}{3}$ % AO3: 33$\frac{1}{3}$ %</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • identify and note main points • deduce the meaning of words from their context • extract specific details • identify points of view • show some understanding of unfamiliar language • understand and respond to references to past, present and future events • recognise attitudes, emotions and opinions • draw inferences and conclusions • understand grammatical structures and functions, in context.

7Paper 2: Reading and Writing (continued)	Description	Knowledge and skills
4FR0/02 (French) 4SP0/02 (Spanish)	<p>Section C (15 marks for writing)</p> <p>Students will select one writing task from a choice of three. They will be expected to write a continuous response, of between 140 and 150 words, in the target language.</p> <p>Students aiming at grade C and above will be expected to express opinions and to use past, present and future tenses and more complex language.</p> <p>The tasks will encompass a range of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, report, article, page from a diary, the script of a speech, etc. The 15 marks available for this section will be sub-divided into 5 marks for content and communication; 5 marks for knowledge and application of language and 5 marks for accuracy.</p> <p>Overall total: 60 marks</p>	

Paper 3: Speaking	Description	Knowledge and skills
<p>4FR0/03 (French)</p> <p>4SP0/03 (Spanish)</p> <p>Optional – separately endorsed</p>	<p>Section A: Presentation and discussion based on a single picture</p> <ul style="list-style-type: none"> • Maximum four minutes. • Total of 20 marks. <p>Each student will give a presentation for up to one minute about their chosen picture. A conversation with the interviewer about the picture will then follow, for up to three minutes. The student will be assessed according to the criteria on pages 16 and 17 of the specification.</p> <p>Up to 5 marks will be awarded for each of the following areas:</p> <ul style="list-style-type: none"> • communication, content, intonation and pronunciation • spontaneity and fluency • knowledge and application of language • accuracy. <p>Section B: Two conversations</p> <ul style="list-style-type: none"> • Maximum six minutes. • Total of 40 marks (20 for each conversation). <p>Students will take part in conversations with the interviewer on two separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of six minutes: approximately three minutes per conversation.</p> <p>Overall total: 60 marks</p>	<p>The Assessment Objectives (AO) covered in this assessment are: AO4: 100%.</p>

Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process the mark scheme is updated and expanded to cover unexpected, correct student responses.

Section C: Planning and teaching

Progression and differentiation

Specification content

The specification content may be divided into **two** areas:

- 1 **knowledge, skills and understanding**, which must be demonstrated through the main
- 2 **topic areas**.

The aim of this section is to give guidance on how the two content areas can be linked and how students can progress within a topic area.

You should concentrate on training your students to recognise the topic-specific vocabulary and linguistic items of the minimum core vocabulary. It is important to stress, however, that students' language skills should be developed for application across topics rather than within topics.

The five topics have been divided into sub-topics in order to give specific guidance on the areas the topics will cover. The level of language is prescribed by the linguistic structures. Therefore, a sub-topic such as 'environmental issues' in listening or reading might be assessed through an interview giving factual information, or a longer text about a specific issue, including attitudes and opinions.

The following pages give an indication and some guidance on the kinds of activity you may wish to include when preparing your students for this qualification. Each one represents a sub-topic from the specification. The 'prior knowledge' includes areas which are likely to have been taught already. Activities are graded within each skill area. The first activity in each box would be the final activity for the weakest students, but could also be the introductory activity for the more able, who could progress to the second or third activities in the box.

Home and abroad: weather and climate

Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Days of the week, months, time, numbers, adjectives

Landscape, town, names of places/countries

Suggested activities	
Listening	Match weather symbols to words or phrases heard on tape. Recognise sentences from a weather report; match with text. Note down in the target language details from weather report heard on tape or identify locations from 'radio broadcast'.
Reading	Sequence text to match set of weather/seasons/climate symbols. Read account of weather conditions (severe/unusual) and match up paraphrased sentences. Narrative centred on bad weather conditions with questions in target language.
Writing	Write a weather diary for a week and comment in past tense about own feelings/hopes for future weather. Describe a holiday which was spoiled by bad weather or terrible climate (real or imaginary). Give reasons for visiting or not returning to the same place.

Optional	
Speaking	Briefly describe the weather today or a season. In conversation, talk about holiday destination – weather/climate expected. Compare weather experienced on holiday with conditions at home in previous year.

Education and employment: work

Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Days of the week, months, time, numbers, adjectives

Jobs and places of work

Letter-writing conventions

Suggested activities	
Listening	<p>Listen to advert for jobs and match to pictures.</p> <p>Listen to a radio advert and note down details in the target language.</p> <p>Listen to someone talking about a particular job and note advantages and disadvantages in the target language.</p>
Reading	<p>Match pictures to short job advertisements.</p> <p>Read a letter sent by a firm to a prospective employee outlining a job and conditions; identify a set number of correct statements from a list of phrases which involve paraphrasing.</p> <p>Read an account written by someone who recently returned from working abroad; recognise positive and negative attitudes; summarise in the target language.</p>
Writing	<p>Write an advert for a particular job.</p> <p>Respond to a job advert giving details of past experience, future plans and reasons for interest; include a word-processed CV.</p>

Optional	
Speaking	<p>Answer simple questions on personal identification.</p> <p>Working with a partner, conduct a short interview about a real or imagined job; make a recording of the interview.</p> <p>Telephone to find out details about a summer job. Give reasons for wanting the job and some details about yourself.</p>

The modern world: media (films, TV, radio, newspapers)

Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Countries, cultural information

Dates, present tense, adjectives

Suggested activities	
Listening	<p>Match people to their favourite TV programmes based on a taped interview.</p> <p>Listen to a radio advert about a forthcoming event and note down details in the target language.</p> <p>Listen to a radio broadcast or TV news item of a major sporting/entertainment event or coverage of topical issue; fill in missing details in gapped transcript.</p>
Reading	<p>Match headlines/captions to visuals of news items/events.</p> <p>Match headlines/captions to short texts of news items or recent events.</p> <p>Choose the most appropriate headline/caption for a selection of news items/descriptions of personalities or recent events.</p> <p>Complete sentences about a film/programme reviewed in a newspaper article.</p>
Writing	<p>Write a short newsletter to describe a recent radio broadcast.</p> <p>Write a short article about a forthcoming programme.</p> <p>Write an article for exchange partner's school magazine about a film just released in your country.</p>

Optional	
Speaking	<p>Simple survey to find out opinions on a current television programmes.</p> <p>Answer questions about a recent or forthcoming event.</p> <p>Present a news item on a recent or forthcoming event (include opinions, evaluation).</p>

The minimum core vocabulary list

The minimum core vocabulary list is a guide to help teachers plan their work. It is arranged under five topic headings, with an additional section on non-topic-specific vocabulary which is listed grammatically. It represents the range of vocabulary on which assessment tasks designed for students aiming at grades D to G will be based.

In compiling the vocabulary list, a policy of listing words under only one heading has been adopted. ‘Table’, for example, might be legitimately listed in *house, home, and daily routine, education and employment (school life) and home and abroad*. Occasionally, words may appear more than once.

Each word will usually be located under one heading and this will support teachers in encouraging students to develop a wider understanding of words in different contexts and move them away from compartmentalising their vocabulary learning. The table on page below, although not exhaustive, illustrates where vocabulary areas can be applicable to more than one topic.

The lists do not include prefixes or suffixes to words already listed, derivatives and common opposites. This will give scope in teaching for focusing on those aspects of the foreign language which develop students’ language awareness. It can encourage them to work confidently in building up and enriching their vocabulary in the foreign language. Neither do the lists include easily recognisable cognates or near cognates, words in common use in English, and English words in common use in the foreign language.

The vocabulary lists are not intended to be restrictive. Assessment tasks designed for grade D to G students will be based on the lists and students working towards higher grades can expect to meet vocabulary not included in the lists. Teachers will find opportunities to use the vocabulary lists as a basis for extending their knowledge and understanding of the foreign language in accordance with the scheme of work.

Topic areas	Sub-topic areas	Other topics where available
A – Home and abroad	Weather and climate	Topic D – The modern world
B – Education and employment	Work/careers	Topic E – Shopping and money matters
	School life and routine	Topic C – Information about myself
C – House, home and daily routine	Information about self, family and friends	Topic E – Hobbies, interests, sports and exercise
	Food and drinks	Topic A – Holidays Topic A – Customs and religion Topic E – Special occasions Topic E – Health issues

Topic areas	Sub-topic areas	Other topics where available
D – The modern worlds and the environment	The media (TV, film, radio, newspapers)	Topic B – Work Topic E – Hobbies, interests, special occasions
E – Social activities, fitness and health	Accidents, injuries, common ailments and health issues	Topic A – Services Topic D – Environmental issues, the media

Dictionaries

Dictionaries are **not** allowed in any of the components of the examinations. However, during lessons students should continue to make use of a dictionary for general language learning purposes.

You may find the following helpful when developing students' dictionary skills.

- Ensure students understand the way the dictionary is set out and that they understand the abbreviations used, for example: n, v, a, vt, m, f.
- Help students to choose the appropriate words when alternatives are given by explaining that the first entry is usually the most common, and by training them to check meaning by cross-referencing.
- Encourage students to extend their range of vocabulary and language by making a note of any new words they encounter in a vocabulary book, database or bilingual glossary.
- Raise awareness of language by encouraging students to search out cognates or near cognates, opposites, etc, which do not feature in the minimum core vocabulary lists.
- Raise awareness of language and the application of grammatical rules through teaching students to use the dictionary effectively, for example how to conjugate verbs once looked up; how to find infinitives from a variety of verb forms; how to check genders or irregular agreements; how to recognise word families and, where appropriate, how to use verb tables.
- Remind students that dictionaries are just one of the resources available to them and that memory, deduction based on context, and their own experience may be a better and more efficient support.

Target language testing

Introduction

The papers use a combination of symbols, pictures and target language prompts or questions, as described in the specification. All questions will be set in the target language and will require either a non-verbal response (box-ticking, filling in a letter or a number) or a response in the target language.

Preparing students for target language assessment

Course books and other teaching materials, such as those found on websites, provide opportunities for practise in target language assessment. There is a list of useful websites on page 28.

Rubrics

Rubrics are in the target language and also in English. Clear, concise instructions for tasks in all the papers are designed to support students of all abilities.

Test types

Students will encounter a wide variety of test types in each of the papers, as listed in the specification. It is essential to give students regular practice and to train them to respond to all test types across the topic areas.

Points for guidance

- a When objective test types are used (ticking boxes, letter, number), an example will generally be given. Students should be trained to look at the example. Answers used in the example will not be used again in the same question.
- b Where answers in the target language are required for listening and reading tasks, it is important that students give easily identifiable responses (that is the accuracy of language will not be considered, provided that the meaning is clear). The only exception to this is Paper 2, Section B, part 2. Here, some marks will be awarded for the quality of language used in response to the reading task.
- c Where students have to read questions or instructions in the target language, the language used will be kept as simple as possible and will be less demanding than the language used in the text that is being tested.
- d Where students have to match pictures, headlines or captions to text, there will often be extra pictures, headlines or captions, for example six short texts matched with six out of seven titles.
- e For notetaking or summary, students will always be given guidance. This guidance could take the form of an information sheet to complete, points to list or paragraph headings.

Training students in listening skills

In the listening test, students will be required to:

- identify and note main points
- deduce the meaning of words from their context
- extract specific details
- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand references to past, present and future events.

You should train your students to:

- make the best of the five minutes reading time by
 - reading the questions and working out what they have to do
 - looking at the titles, subtitles and contexts of each question, in order to identify the topics and the kind of vocabulary likely to be encountered
 - deciding what kind of answer is needed (for example a place, a number, a day, etc)
 - concentrating on the question forms ('who'/'when'/'where'/'why'? etc) to work out what kind of information is required. So if the question is 'When?', they could expect to hear: a time, a date, a day, an expression of time like today, tomorrow, this evening
- look at the example
- note the number of marks available – this will tell them how much detail they need to give
- listen not only for individual items of vocabulary, but also for sequences of language
- recognise time indicators, for example yesterday, tomorrow
- make connections between nouns, verbs and adjectives and recognise cognates and near cognates
- identify opinions and key concepts and draw conclusions
- listen for negatives, comparisons and 'qualifiers', for example a lot, few, sometimes, rarely or very
- answer concisely and unambiguously, where an answer in the target language is required.

Students should be given regular opportunities to practise the various test types. Most textbooks incorporate the different types of test. Numbers, dates, prices, times and the alphabet should be practised on a regular basis.

Training students in reading skills

Students will be required to:

- identify and note main points
- deduce the meaning of words from their context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand and respond to references to past, present and future events.

You should train your students to:

- look at the context, title, subtitles (they will give students a clue to the type of vocabulary that they are about to read) and visuals
- read the questions carefully
- read the text to pick out key words and phrases, and ignore redundant material. Students must realise that they do not need to know every word to understand a text. They should try to work out or guess the meaning of words they do not know
- deduce meaning from the context and/or by applying grammatical knowledge
- to look for cognates and near cognates and to be aware of 'faux amis'
- give detailed responses that fully answer the question but which are also concise and unambiguous
- identify opinions and key concepts and draw conclusions
- look out for negatives, comparisons and qualifiers
- look for tenses and time indicators
- answer every question and check that the amount of information given (or the number of ticks) matches the mark allocation for the question
- write clearly and legibly
- note the number of marks available – this will tell them how much detail they need to give.

Again, students should be given regular opportunities to practise the various types of test.

Training students for the writing test

Details of the requirements can be found in the specification. The assessment criteria will also give detailed information of what is expected from students.

You may find it helpful to:

- link writing tasks with oral preparation
- use the grade descriptions and assessment criteria to make students aware of how to access the higher marks
- encourage students to learn spellings
- encourage students to read in the foreign language to improve accuracy
- teach students to allow time to check their writing
- train students to look at the reading passages (Section A part 2, and Section B part 2) to check spellings, genders and structures
- teach students how to check their work methodically by reading it several times and looking for different possible mistakes each time (adjective agreements, verb endings, etc).

The following advice and guidance is for students aiming for grade C and above:

- read the instructions carefully
- check that all bullet points are covered (if applicable)
- ensure that the style is appropriate
- demonstrate ability to use a wide range of vocabulary and idiom
- include time references/tenses
- link sentences by using time indicators and other links
- express and justify ideas and points of view
- try to use comparisons
- be aware that a degree of sophistication is needed for the higher marks
- avoid repetition, as this does not show off a range of syntax and/or vocabulary
- try to show more complex structures, such as use of conjunctions, pronouns, subordinate clauses, tenses, verb forms, etc
- check spellings
- check verb forms
- look carefully at work that has been marked, note any mistakes and work out what was wrong.

Training students for the speaking test

Introduction

The aim of the speaking test is to give students as much opportunity as possible to perform to the best of their ability. In the first part of the test students are expected to present a picture of their choice relating to one of the five topic areas, and engage in a discussion about the picture with the centre-appointed interviewer. In the second part students are expected to take part in conversations based on **two** other topics chosen by the interviewer at the time of the test.

For the conversations students will cover two topics. The interviewer, who must ensure that all topics are evenly covered across the centre, will select both topics. For each student, the interviewer must also ensure that there is no overlap of subject matter across the various sections of the test. The discussion based on the student's picture and the two conversations must be based on three out of the five broad topic areas.

Section	Timing	Test type	Mark Allocation	Topics
Section A	1 minute maximum	Presentation	20	Student's free choice of topic
	3 minutes maximum	Discussion		
Section B	3 and 3 minutes maximum	Conversation	20 and 20	Interviewer chooses two further topics

Students have a free choice of the first topic area (the main theme of their chosen picture). The same picture must not be used by more than **three** students from the centre, in any examination session. Ideally, students will select their own picture for Section A.

Preparation of students

Throughout the course, you will have been working with students on developing and improving their skills through a variety of classroom activities, such as role play, question and answer exercises, presentations and discussions.

Students may also have been encouraged to make recordings of their own conversations and interactions. In preparing students for the IGCSE speaking tests, you will want to build on familiar classroom routines and procedures to increase performance levels for students of all abilities. Those aiming at grade C and above will be expected to express opinions and to use past, present and future tenses.

The suggestions that follow are intended to support you and students in preparing for both sections of the speaking test.

Section A: Presentation and discussion based on a picture

Students effectively choose the first topic of the speaking test, because they can select their picture. This selection should be made before the examination. It is recommended that you give your students a choice to ensure that they have access to the full range of marks in the assessment criteria. For example, the picture should contain enough details to allow for plenty of relevant information to be given; it should give the opportunity to bring in a range of tenses and opinions.

Students at the lower end of the spectrum may be confined to descriptions but others should be prepared to cope with narration, supposition, extrapolation and justification. The picture should enable students to use as wide a range of vocabulary and structures as appropriate to their ability.

Students have the opportunity to briefly introduce their chosen topic (no longer than one minute) to enable them to make a confident start. After this short initial presentation, the discussion, based on the picture and its theme, should develop in a natural way. Students aiming for a grade C and above should be able to give opinions, to expand and justify points of view (for the higher grades); they should also be ready to use a range of tenses to describe the picture, to express possible past events and to anticipate developments. Students should be trained to show these skills and the interviewer should ask questions that allow students to demonstrate them.

The presentation and the ensuing discussion will be assessed globally in accordance with the assessment criteria described in the specification. Students must be aware of the demands of the assessment criteria in order to achieve the grade they are targeting.

Section B: Conversations

As in the case of Section A of the speaking test, it is the intention in the conversations to encourage as natural an exchange as possible between student and interviewer.

The interviewer must choose both topics from the main topic areas and is free to develop any related conversation sub-topic or sub-topics. Examples of possible sub-topics are identified in the following grid. Students could talk about all the relevant sub-topics or focus on just one.

Suggested sub-topics

Topic areas	Suggested themes from the sub-topic areas
A – Home and abroad	<ul style="list-style-type: none"> • Region/town in target language countries either visited or researched by the student • Holidays • Travelling
B – Education and employment	<ul style="list-style-type: none"> • School life and routine • Future plans • Work/career
C – House, home and daily routine	<ul style="list-style-type: none"> • Home and domestic routine • Family • Friends • Food and drink
D – The modern world and the environment	<ul style="list-style-type: none"> • Environmental issues • TV, film, radio, newspapers, magazines • Technological advances
E – Social activities, fitness and health	<ul style="list-style-type: none"> • Hobbies, interests, sports, exercise • Shopping • Health issues

Sample assessment questions are provided for each main topic area with the sample assessment materials papers covering all levels of ability. They are neither exhaustive nor prescriptive, but are intended as a guide to the type of questions you might ask and the breadth of coverage appropriate to the topic area.

There is inevitably some overlap between topics, and you should not feel that the divisions are so rigid that they might inhibit a natural conversation; for example ‘hobbies and interests’ (social activities, fitness and health) may overlap with ‘TV’ (the modern world – media).

All students should be given the opportunity through practise and preparation to achieve optimum results. Students at the lower end of the ability range will need to be given opportunities to show what they can do in a supported situation. Students aiming for C or D grades or above will need to be confident in their use of tenses and be able to give opinions. Students aiming for the higher grades should be given opportunities to develop their answers and to give and justify opinions and points of view.

The interviewer will be free to develop any related conversation sub-topic or sub-topics that relate to the main topic areas. The choice, number and use of sub-topics is at the centre-appointed interviewer's discretion. There is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

For example, an interviewer who has chosen the main topic area ‘education and employment’ for a topic of conversation may wish to focus on school or to extend the conversation by offering a student the opportunity to talk about future plans. The decision to restrict questioning to one sub-topic or to open up the conversation to different sub-topics would very much depend on the experience and ability of the students and on the depth of response they can offer.

Consequently, it is important to identify all potential topic/sub-topic areas and to earmark them for exploitation in the centre’s scheme of work.

It is also important to tell students that the two conversations are assessed separately and that a poor performance on one topic area need not affect the marks on the other.

Preparing for the conversation

You may find the following suggestions useful in preparing for the conversation section of the speaking test:

- familiarise your students with all main topic areas and identify sub-topics
- build up banks of questions and practise them
- consolidate structures, vocabulary and idioms used in speaking practice through writing tasks on various topics
- use tenses and express opinions
 - activate use of past and future tenses and expression of opinion through activities based on surveys, questionnaires and interviews
 - train students to expand their ideas, to see advantages and disadvantages, and to use such expressions as ‘on the one hand’, ‘on the other’
 - where appropriate, encourage students to listen to radio and watch TV.

It must be emphasised that the conversation should retain a level of spontaneity. Rote learning of prepared questions does not encourage a natural conversation. When practising with students it is important that you vary the wording of questions and their order.

Conducting the conversations

Exemplar questions

The sample assessment papers contain guidance on the type of questions that might be suitable for the full range of ability.

The assessment criteria for conversations on the specification give details of likely student performance across the range in terms of communication and language. You may find the points made below useful as you prepare, or the interviewer prepares, for conducting the conversations in the speaking test.

Student aiming at grades G, F or E

Points to avoid

- Asking questions that can be answered by yes or no (closed questions).
- Using anglicisms in an attempt to get a response.
- Duplicating questions: *How old is your brother? How old is your sister? etc.*
- Using overcomplicated phrasing of questions.

Positive strategies

- Give personal examples to prompt response.
- Provide simple extensions.

Students aiming at grades D or C

Points to avoid

- Asking too many simple questions, which limit potential for student response.
- Accepting without intervention of a pre-learned description or catalogue of events.

Positive strategies

- Give students opportunities to respond in past or future tense by reacting to information as well as by asking a direct question.
- React positively to students' readiness to demonstrate a good degree of preparation but be prepared to interrupt a monologue to allow the student to show ability to expand or offer an opinion.
- Phrase the questions to give students the opportunity to use complex sentences and a variety of vocabulary.

Students aiming at grades B, A or A*

Points to avoid

- Limiting students' performance at the highest level by engaging too enthusiastically in the exchange and talking more than the student.
- Failing to ask searching questions that allow the student to show full potential and demonstrate the level of response needed to access the higher marks.
- Persisting with a question the student has failed to understand in determination to enable the student to answer; good students are often thrown by this.

Positive strategies

- Respond to any questions asked by the student with interest but turn them back to the student; it is their performance that is being assessed.
- Ask students open-ended questions to encourage wide-ranging responses.

General advice for the interviewer

- Keep to the time limits (maximum four minutes for Section A and six minutes for Section B).
- The two conversations are assessed separately and should be of equal length (ie three minutes each).
- Keep assessment criteria in mind to ensure that students are given a chance to perform at the highest possible level, according to their ability.
- It is helpful to announce the change of topic (in the target language).
- Use the suggested questions in the sample assessment materials papers as a guide only.
- Avoid a series of closed questions.
- Give students the opportunity to use tenses other than the present and to express and justify opinions.
- Encourage students aiming for a grade C and above to expand beyond a simple reply to each question and to aim for a natural conversation.
- Allow students to take the initiative but intervene if a student tries to recite pre-learned material.
- Listen carefully to the student's answers and relate subsequent questions to the information acquired.
- Try to link questions – sudden changes are confusing, especially to less-able students.
- If a question is not understood after one repetition, move on to another question; further questions may just confuse or discourage the student.
- Never correct a student's language, however inaccurate.
- Show an interest in the student's responses; comment and respond naturally but briefly to what the student says.

Assessment

All speaking tests will be externally marked by Edexcel International.

All three components of the speaking test (Section A presentation and conversation, and the two conversations in Section B) are assessed separately according to the assessment criteria published in the specification.

Administration

A template copy of the candidates cover sheet for the speaking test is included in Appendix 4.

Application of grammatical knowledge and accuracy

One of the aims of this qualification is to develop knowledge and understanding of the grammar of the modern foreign language and the ability to apply it.

The linguistic structures, of which students are expected to have acquired knowledge and understanding, are listed in the specification. The degree to which these are developed will depend on the ability of the individual student. However, as far as possible, they should be encouraged to manipulate structures and language to suit a purpose and in order to express what they want to write or say.

Students should be taught how to structure the language, for example how to make statements, how to ask questions and how to develop the complexity of their language through using a range of tenses, the use of subordination, pronouns, adverbial and other phrases, etc. They also need to be able to use language appropriately (for example correct register).

The way this is taught will depend on the institution and style of the individual teacher and should be appropriate to students' needs. Learning paradigms is not appropriate for many students who need a more active, practical approach.

Students should be trained to be as accurate as possible in both their writing and speaking in the target language. In their writing work this includes spellings, word endings and correct applications of grammatical conventions such as plurals, adjectival agreements. In their speaking, it includes pronunciation and intonation.

Students should also be trained to check their work thoroughly using the grammatical rules they have already learnt and by consulting dictionaries to check spellings. All students, and in particular the least able, should be trained to check spellings copied from the board or textbook and to use a dictionary to check spellings when they are not sure.

Resources

Please note that while resources are correct at the time of publication, website addresses may change at any time.

Useful websites

There is a wealth of useful resources and excellent websites available for use in French and Spanish teaching and learning. A number of organisations and individuals have compiled their own extensive lists of sites.

CILT has published a number of excellent publications as part of its *InfoTech* series, to help in teaching and learning languages with ICT. The publications cover email, text manipulation, the internet and video in language learning. A publication in the *Reflections* series contains a number of small action research projects investigating the impact of ICT on teaching and learning in French and Spanish.

General websites

<http://schools.becta.org.uk/>

<http://www.camsoftpartners.co.uk>

www.bbc.co.uk/education/languages

www.cilt.org.uk

www.languagelearn.net

French

www.asterix.tm.fr

www.giverny.org

Spanish

www.docuweb.ca/sispain

Search engines

Useful search engines include:

French

www.google.fr

www.yahoo.fr

Spanish

www.google.es

www.terra.es

www.yahoo.es

Appendices

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Appendix 1: Minimum core vocabulary for French

The following vocabulary list is intended to help you in the planning of work in relation to your programmes of study. Assessment tasks targeted at grades G to C will be based on this vocabulary list although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. In addition to the specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months, etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. The list does not include prefixes or suffixes to words already listed, derivatives and common opposites. Neither does it include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in the French.

Topic area A – Home and abroad

Life in the town and rural life

affiche	jardin zoologique
aimer	jet d'eau
amusant	hôtel de ville
arbre	kiosque à journaux
ascenseur	lac
banlieue	lent
bâtiment	loin
beau	magasin
bibliothèque	mairie
boucherie	marché
boulangerie	métro
campagne	montagne
carrefour	moustique
centre commercial	mouton
centre-ville	musée
chat	office de tourisme
château	palais
cheval	parc
circulation	parking
colline	paysage
commissariat	pied
complexe sportif	piéton
côte	piscine
distraktion	pittoresque
égoïste	place
endroit	pont
ennuyeux	quartier
entrée	région
étage	rivière
ferme	rue
feux	se trouver
fontaine	stade

gendarme
habitant
habiter
historique
industriel
jardin public

syndicat d'initiative
tranquille
vache
ville
zone piétonne

Weather and climate

averse	froid
brouillard	mauvais
brume	météo
chaleur	neige
changer	nord
chaud	nuage
ciel	orage
climat	ouest
couvert	parapluie
degré	pleuvoir
demain	pluie
département	saison
écharpe	soleil
éclaircie	sud
étoile	temps
foulard	vent

Travel, transport and directions

à droite	garer
à gauche	guichet
à l'étranger	marcher
aéroglysseur	mètre
aéroport	métro
aller-retour	monter dans
aller simple	manquer
arrêt (d'autobus)	moteur
arriver	motocyclette
atterrir	permis de conduire
autoroute	pièce d'identité
avion	portière
bagages	pour aller à
bateau	près
billet	prochain
bon séjour	quai
bon voyage	retard
bicyclette	rond-point
car	rouler
chemin de fer	route (nationale)
conduire	salle d'attente
consigne	sans plomb
continuer	s'arrêter
contrôleur	sécurité
correspondance	sens unique
couche	sortie
décoller	stationner
défense de	supplément
départ	tourner
descendre de	tout droit
douane	tout près
doubler	trajet
droit	transports en commun

en panne

en provenance de

embouteillage

essence

est

faire de l'auto-stop

faire le plein

frontière

gare

gare routière

traverser

vélo

véломoteur

vers

vite

vitesse

voiture

voler

voyager

wagon-lit

Holidays and tourist information

accueil	louer
accueillir	mer
activités	non potable
appareil photo	oublier
au bord de la mer	ouvre-boîte
auberge de jeunesse	ouvre-bouteille/décapsuleur
bain	partir
balcon	passer
bloc sanitaire	pays
carte postale	pellicule
colonie de vacances	pension complète
complet	personne
décrire	plage
défaire sa valise	potable
dépliant	quinze jours
donner sur	rencontrer
douche	réserver
emplacement	rester
envoyer	sable
excursion	sac de couchage
faire du camping	salle de jeux
faire la connaissance	se baigner
faire ses bagages	se bronzer
fiche	séjour
gîte	vacances
inclus	valise
lampe de poche	visiter
libre	voir
location	vue

Services (eg telephone, bank, post office)

appeler	perdre
argent	poste
banque	recevoir
bureau des objets trouvés	remercier
cher	remplir
composer un numéro	renseignement
composter	sac
excusez-moi	s'appeler
merci	s'il vous plaît?
midi	vouloir
paquet	

Customs and religion

anniversaire	jour férié
allumette	mariage
bougie	meilleurs vœux
cathédrale	mosquée
église	mourir
fêter	naissance
jour de congé	Naître

Everyday life, traditions and communities in France

N/A

Topic area B – Education and employment

Childhood

adorer	école primaire
aimer	jeune
appeler	préférer
détester	répéter
école maternelle	

School life and routine

allemand	grandes vacances
anglais	gymnase
apprendre	heure
asseyez-vous	informatique
bac/baccalauréat	intéressant
bâtiment	instituteur
bavarder	italien
bic	journée
bien	jupe
bureau	laboratoire
cahier	langue
calculatrice/calculette	leçon
cantine	livre
cartable	lycée
chaussettes	magnétophone
chaussures	magnétoscope
chemise	maître d'école
chimie	matière
classeur	moniteur (<i>personne</i>)
collège	mot
commencer	note
conseiller d'orientation	ordinateur
cours	oublier
court de tennis	pantalons
cravate	papier

déjeuner	pause de midi
dessin	perdre
dessiner	préféré
devoirs	professeur
difficile	récréation
directeur	règle
discuter	rentrée
durer	répondre
échange	résumé
écran	retenue
école	sac à dos
élève	salle de classe
emploi du temps	salle de musique
EMT	salle des professeurs
ennuyeux	sciences naturelles
enseignement	scolaire
EPS	s'écrire
espagnol	sixième
exemple	sonner
expliquer	stylo
facile	surveillant
faible	tableau
faute	taille-crayon
finir	terrain de sport
fort	trimestre
français	trousse
gomme	utile

Work/careers

agent de police	informaticien
animateur	ingénieur
annonce	lettre
appareil	licence
apprenti	livre sterling
apprentissage	maçon
bien payé	magasin
boîte aux lettres	mal payé
boulot	mannequin
caissier	mécanicien
chauffeur de taxi	médecin
classer	métier
chômage	ne quittez pas
coiffeur	ouvrier
comptable	occupé
conseiller	patron
coup de téléphone	payé
courrier	payer
courriel/courrier électronique	plombier
employé	poser sa candidature
employeur	qualifié
emploi	rendez-vous
envoyer	répondeur (téléphonique)
euro	réunion
expéditeur	s'adresser à
expérimenté	salaire
facteur	sauver
faire un stage	serveur/serveuse
fiche	stagiaire
formation	taper
gagner	téléphoner à
gendarme	timbre
homme d'affaires	travail
imprimante	travailler
imprimer	usine
indicatif	vendeur/vendeuse

Future plans

avenir

carrière

chercher

choisir

diplôme

étudiant

étudier

permettre

programme

progrès

projet

rencontrer

terminale

université

vieux

Topic area C – House, home and daily routine

Types of home

agréable	machine à laver
appartement	maison
armoire	marmite
aspirateur	meuble
baignoire	moderne
bouteille	moquette
buffet	mur
bureau	nappe
cafetière	oreiller
canapé	ouvre-boîte
carafe	ouvre-bouteille
casserole	pelouse
cave	pièce
chaîne hi-fi	placard
chaise	plafond
chambre	plancher
clef/clé	plante
confortable	plat
congélateur	poêle
couteau	porte
couverture	poubelle
cuiller/cuillère	rasoir
cuisine	réveil
cuisinière	rez-de-chaussée
douche	rideau
escalier	robinet
étage	salle à manger
fauteuil	salle de bains
fenêtre	salle de séjour
fleur	salon
four à micro-ondes	serviette
fourchette	souris (<i>informatique</i>)
frigoridaire / frigo	studio

gaz
habiter
jardin
jardin potager
lampe
lavabo
lave-vaisselle
lit
loger
lumière

tapis
tasse
terrasse
tire-bouchon
toilettes
toit
verre
vestibule
WC

Information about self, family and friends

âgé
adresse
aimable
aîné
ami
amitié
amour
amoureux de
avoir chaud
avoir faim
avoir froid
avoir soif
barbe
baskets
bébé
bête
blond
blouson
bouche
boucles d'oreille
bras
cadet
caractère
camarade

joli
jumeau/jumelle
jupe
laid
laine
lapin
lunettes
maigre
maillot de bain
main
maman
manteau
maquillage
mari
marié
méchant
ménagère
mère
mignon
mince
mort
neveu
nièce
nom

ceinture	nom de famille
célibataire	oncle
chapeau	oreille
chat	pantalon
châtain	papa
cheveux	paresseux
chien	perdre
cobaye	père
cochon d'Inde	perroquet
content	perruche
copain	petit
coton	poisson rouge
cou	poitrine
cuir	poli
demi-frère	prénom
demi-sœur	pull
dent	quitter
doigt	rester
écharpe	robe
enfant	rouge à lèvres
épouser	sac à main
famille	se brosser
fatigue	se coucher
fatigué	se déshabiller
femme	se laver
fille	se lever
fils	se raser
foulard	se réveiller
frère	s'habiller
frisé	sœur
gants	souris (<i>animal</i>)
garçon	sympathique
genou	tante
gentil	timide
gilet	tortue
grand	tôt

grand-mère
grand-père
habillé
heureux
homme
honnête
imperméable
impoli
jeune

tricot
triste
unique
vêtement
vieux
visage
voisin
voix

Helping around the house

aider
ajouter
couper
faire la cuisine
faire la vaisselle
faire le jardinage
faire la lessive
faire le lit
faire le ménage
faire le repassage
faire les courses
laver

mélanger
mettre (la table)
nettoyer
partager
ranger
rentrer
servir
tard
tôt
travailler
verser

Food and drinks

ananas	haricot vert
apéritif	hors d'œuvre
baguette	huile
banane	jambon
beurre	jus
bien cuit	lait
bière	légume
bifteck	limonade
bœuf	manger
boire	meilleur
boisson	moule
boîte	moutarde
bon	mouton
bon appétit	nourriture
bonbon	œuf
café	oignon
café crème	Orangina
canard	pain (grillé)
carotte	pamplemousse
casse-croûte	parfum
cassis	pâté
céréales	pêche
cerise	petit-déjeuner
champignon	petits pois
chips	pied
chocolat chaud	plat du jour
chou	poire
chou de Bruxelles	poisson
chou-fleur	poivre
cidre	pomme
citron	pomme de terre
commander	potage
confiture	poulet
côtelette	prendre

crème	raisin
crêpe	recette
croissant	repas
croque-madame	riz
croque-monsieur	rôti
crudités	salade verte
déjeuner	saucisse
délicieux	saucisson
dessert	saumon
dinde	sel
dîner	souper
eau minérale	sucre
escargot	tarte
farine	tartine
frais	thé
fraise	thon
framboise	tomate
frites	truite
fromage	veau
fruits de mer	viande
gâteau	vin
glace	vinaigre

Topic area D – The modern world

Environmental issues

changement

circulation

couche d’ozone

détruire

effet de serre

embouteillage

en voie de disparition

espace

incendie

inondation

marée noire

pluie acide

pollué

recyclage (des déchets)

sauver

sécheresse

tuer

vague

The media (TV, film, radio, newspaper)

actualités	film comique
adulte	film d'amour
acteur/actrice	film d'aventures
amusant	film d'épouvante
article	film d'horreur
bande dessinée	film policier
billet	finir
célèbre	jeu télévisé
chaîne	journal
chanson	mode
chanter	pièce de théâtre
chanteur/chanteuse	piercing
combien	place
comédie de situation	prix
commencer	réduit
coûter	réduction
dessin animé	réserver
documentaire	séance
drôle	série
émission	sous-titré
entrée	spectacle
étudiant	tarif
fana	triste
fanatique de	vedette
feuilleton	

**Information and communication
technology (internet, mobile
phones, email)**

clavier	moniteur (<i>informatique</i>)
courriel/courrier électronique	portable
curseur	souris (<i>informatique</i>)
disquette	surfer sur internet
logiciel	traitement de texte
mél/e-mail	télé par satellite
messagerie électronique	télérel
minitel	

Topic area E – Social activities, fitness and health

Special occasions

anniversaire	Jour de l'An
bague	jour férié
bienvenue	joyeux Noël
bijoux	mariage
bon appétit	montre
bonjour	noces
bonne année	Noël
boum	offrir
bouteille	Pâques
bûche de Noël	parfum
cadeau	présenter
embrasser	ravi
faire la bise	rencontrer
félicitations	rendre visite à
feu d'artifice	tutoyer
fiançailles	ville jumelée
jour de congé	

Hobbies, interests, sport and exercise

aller à la pêche	faire du vélo
aller chercher	faire partie de
athlétisme	faire une promenade
ballon	faire une randonnée
bande dessinée	flûte à bec
batterie	jeu de société
bien cuit	jeu électronique
boîte de nuit	jouet
bricolage	lecture
canne à pêche	lire
CD	loisirs
centre sportif	maison des jeunes
correspondant	nager
danser	passe-temps
disque compact	patinoire
DVD	patins à roulettes
échecs	plonger
écouter	regarder
équipe	roman
excursion	s'amuser
faire de la natation	se baigner
faire de la planche à roulettes	se bronzer
faire de la planche à voile	se détendre
faire de la voile	se reposer
faire de l'équitation	sortir
faire du cheval	sportif
faire du ski (nautique)	violon
faire du sport	

Shopping and money matters

achats	hypermarché
acheter	magasin
addition	marché
argent de poche	monnaie
banque	ouverture
bijouterie	papeterie
bon marché	pâtisserie
boutique	pile
bureau de change	pointure
bureau de tabac	poissonnerie
caisse	portefeuille
carte de crédit	porte-monnaie
centre commercial	pourboire
charcuterie	prix
chèque (de voyage)	rayon
cher	self
choix	service compris
combien	solde
commander	spécialité
confiserie	supermarché
courses	taille
coûter	tarte maison
épicerie	terrasse
faire des économies	vendre
fermeture	vitrine
garçon	

Accidents, injuries, common ailments and health issues

alcool	maladie
aller mieux	médecin
avoir mal à l'estomac	médicament
avoir mal à l'oreille	mouchoir (en papier)
avoir mal à la gorge	nez
avoir mal à la tête	œil
avoir mal au cœur	ordonnance
avoir mal au dos	pilule
avoir mal au ventre	piquer
avoir mal aux dents	piqûre
blesé	prendre
(se) blesser	régime
brosse à dents	rendez-vous
comprimé	rhume
dentifrice	rouler
dormir	sain
enrhumé	sang
(se) faire mal	santé
fièvre	savon
forme	renverser
fumer	se reposer
garder le lit	sirop
gorge	souffrir
grave	sparadrap
grippe	tabac
grossir	tête
heurter	tomber malade
hôpital	tousser
infirmière	végétarien
jambe	ventre
maigrir	vomir
malade	yeux

Non-topic-specific vocabulary

Prepositions

chez	loin de
contre	par
dans	parmi
de	partout
dehors	pendant
derrière	pour
devant	près de
en	sans
en face de	sauf
en haut	selon
entre	sous
environ	sur
jusqu'à	vers

Adjectives

affreux	joli
ancien	laid
autre	léger
bête	lourd
beau	magnifique
bon	merveilleux
bref	mignon
bruyant	même
cassé	moche
chouette	mûr
confortable	nécessaire
court	neuf
de bonne humeur	nombreux
debout	nouveau
dégoûtant	parfait
dernier	passionnant
désolé	plein
drôle	pressé
d'une grande valeur	prochain
dur	proche
dynamique	propre
en colère	recherché
ensemble	reconnaissant
en plein air	réel
faible	sage
fatigant	sain
faux	sale
favori	sensass
fermé	satisfait
fermé à clef	sérieux
formidable	sévère
fort	seul
génial	silencieux
gratuit	tôt

gros

haut

incroyable

jeune

typique

utile

valable

vrai

Verbs

accompagner	plaire
allumer	pleurer
attendre	poser
avoir	poser une question
boire	pousser
changer	pouvoir
choisir	prendre
comprendre	prêter
compter	quitter
conduire	raconter
connaître	regretter
croire	retourner
décider	réussir
demander	rire
désirer	s'asseoir
devoir	sauter
dire	savoir
disputer	s'échapper
donner	s'ennuyer
dormir	s'intéresser à
écrire	s'occuper de
emprunter	se débrouiller
entendre	se dépêcher
entrer	se fâcher
espérer	se promener
essayer	se rappeler
être	se servir de
fermer	se taire
frapper	se terminer
inviter	sembler
jeter	souhaiter
laisser	sourire
mériter	suivre

mettre
monter
montrer
ouvrir
pardonner
parler
partir
penser
permettre

tenir
tirer
tomber
toucher
trouver
utiliser
venir
vivre
visiter

Colours

blanc
bleu
brun
clair
foncé
gris

jaune
marron
noir
rose
rouge
vert

Adverbs

déjà
encore
ici
là
là-bas
là-haut
longtemps
peut-être
plutôt
pourtant

presque
quelquefois
toujours
tout de suite
très
trop
récemment
souvent
surtout

Quantities

assez de
beaucoup de
plusieurs
quelques
un morceau de
un paquet de

un peu de
un pot de
un tiers de
une boîte de
une bouteille de
une douzaine de

Connecting words

aussi	donc
ensuite	mais
et	ou
d'abord	puis

Time expressions

à l'heure	le lendemain
au début	maintenant
après-demain	matin
après-midi	quinzaine
aujourd'hui	quinze jours
bientôt	semaine
demain	soir
de temps en temps	soirée
hier	tous les jours
jour	tout à l'heure
journée	

Expressions

à moi	d'accord
à mon avis	d'habitude
avec plaisir	encore une fois
bien sûr	être en train de
bof	être sur le point de
bonne chance	j'en ai assez/marre
ça dépend	quel dommage
ça m'est égal	tant mieux
ça ne fait rien	tant pis
ça s'écrit comment?	voici
ça va	voilà

Other words

ça	Monsieur
cela	milieu
chose	nombre
comme	non
façon	oui
fin	parce que
fois	par exemple
forme	quelqu'un
genre	quelque chose
Madame	si
Mademoiselle	tout le monde

Countries

Afrique	Europe
Allemagne	Grande-Bretagne
Angleterre	France
Autriche	Grèce
Belgique	Inde
Canada	Irlande
Chine	Italie
Corse	Pays Bas
Danemark	Pays de Galles
Ecosse	Royaume-Uni
Espagne	Suède
Etats-Unis	Suisse

Nationalities etc

africain	espagnol
allemand	européen
américain	français
anglais	gallois
autrichien	grec
belge	hollandais
canadien	indien
chinois	irlandais
corse	italien
danois	suédois
écossais	

Areas/mountains

Alpes	Midi
Bretagne	Pyrénées
Massif Central	

Appendix 2: Minimum core vocabulary for Spanish

The following vocabulary list is intended to help you in the planning of work in relation to your programmes of study. Assessment tasks targeted at grades G to C will be based on this vocabulary list although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. In addition to the specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months, etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. The list does not include prefixes or suffixes to words already listed, derivatives and common opposites. Neither does it include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in the Spanish.

Topic area A – Home and abroad

a la derecha	bolso (m)
a la izquierda	bruma (f)
abrebotellas (m)	buen tiempo (m)
abrelatas (m)	buen viaje (m)
aburrido/a	bufanda (f)
actividades (f)	caballo (m)
adelantar	calle (f)
aduana (f)	calor (m)
aeropuerto (m)	camarote (m)
afueras (f)	campo (m)
albergue juvenil (m)	carnet de identidad (m)
alquiler (m)	carnicería (f)
andar	caro/a
andén (m)	carretera/(nacional) (f)
aparcar	castillo (m)
aparcamiento (m)	catedral (f)
arena (f)	celebrar (m)
ascensor (m)	centro (m)
aterrizar	centro comercial (m)
autocar (m)	cerca
autopista (f)	cercano/a
avería (f)	cerilla (f)
avión (m)	chalet (m)
aviso (m)	chaparrón (m)
ayuntamiento (m)	cielo (m)
bajar	ciudad (f)
	ciudad hermanada con...
balcón (m)	claro
bañarse	clima (m)
banco (m)	club (m) de vacaciones
baño (m)	coche (m)
barco (m)	coche-cama (m)
biblioteca (f)	colina (f)
bicicleta (f)	comisaría (f)

conocer	ficha (f)
consigna (f)	finca (f)
Correos (m) plural	folleto (m)
correspondencia (f)	frío
costa (f)	frontera (f)
cruce (m)	fuelle (f)
cruzar	gasolina (f)
cubierto	gato (m)
dar la bienvenida	gracias
dar las gracias	grados (m)
describir	gratis
desde	guardia (m/f)
deshacer las maletas	gustar
despegar	habitante (m/f)
día festivo (m)	hacer camping
día libre (m)	hacer dedo
dirección única (f)	hacer las maletas
distracciones (f)	hacia
Divertido/a	hidrodeslizador (m)
ducha (f)	hijo/hija (m/f)
edificio (m)	histórico
egoísta	iglesia (f)
embotellamiento (m)	incluido
en el extranjero	industrial
encontrar	información (f)
encontrarse	ir en camino
época (f)	lavabo (m)
equipaje (m)	lejos
estación (f)	lento/a
estación (f) de autobuses	linterna (f)
estadio (m)	llamar
estancia (f)	llamarse
este (m)	llegar
estrella (f)	llenar con gasolina
excursión (f)	lleno/a

felicidades (f)	llover
ferrocarril (m)	lluvia (f)
maleta (f)	pensión completa (f)
malo/a	perder
mañana	perdón
mar (m)	permiso (m) de conducir
marcar un número	persona (f)
mediodía (m)	pie (m)
mercado (m)	peatón (m)
metro (m)	pintoresco/a
montaña (f)	piscina (f)
morir	piso (m)
mosquito (m)	playa (f)
moto/motocicleta (f)	plaza (f)
motor (m)	polideportivo (m)
museo (m)	por favor
nacer	postal (f)
nacimiento (m)	potable
niebla (f)	prohibido/a
nieve (f)	pronóstico (m) del tiempo.
no potable	próximo/a
norte (m)	pueblo (m)
nube (f)	puente (m)
oeste (m)	puerta (f)
oficina (f) de objetos perdidos	puerto (m)
oficina (f) de turismo	quedarse
oveja (f)	querer
país (m)	quince días (m)
paisaje (m)	quiosco (m)
palacio (m)	rápido/a
panadería (f)	recepción (f)
pañuelo (m)	recibir
paquete (m)	recto/a
parada de autobuses (f)	región (f)
paraguas (m)	rellenar
parar	reservar

parque (m)	retraso (m)
parque (m) zoológico	revisor/a (m/f)
pasar	saco (m) de dormir
sala (f) de espera	
sala (f) de juegos	
seguridad (f)	
seguir	
semáforo (m)	
sin plomo	
sitio (m)	
sol (m)	
subir	
sufrir	
suplemento (m)	
sur (m)	
taquilla (f)	
taza (f)	
tazón (m)	
tiempo (m)	
tienda (f)	
tirita (f)	
todo recto	
tomar el sol	
torcer	
tormenta (f)	
torre (f)	
tráfico (m)	
tranquilo/a	
transporte (m) público	
tren (m)	
vaca (f)	
vacaciones (f)	
ver	
viaje (m)	
viento (m)	
vista (f)	
vivir	
volar	
zona reservada para peatones (f)	

Topic area B – Education and employment

adorar	cartero (m)
a pie	charlar
aburrido/a	cita (f)
alemán (m) or alemana	clase (f)
alumno/a (m/f)	coche (m)
anuncio (m)	código (m)
aprender	colegio (m)
aprendizaje (m)	comentar
archivador (m)	comida (f)
archivar	con experiencia
asignatura (f)	constructor/a (m/f)
aula (f)	contable (m/f)
autobús (m)	contestador (m)
avisar	contestar
ayudar	corbata (f)
bachillerato superior (m)	correo (m)
bicicleta (f)	cortalápices (m)
biología (f)	cuaderno (m)
bolígrafo (m)	cursor (m)
bueno/a	¿de parte de quién?
buscar	deberes (m)
buzón (m)	deletrear
cajero/a	desempleo (m)
calcetines (m)	día (m)
calculadora (f)	dibujar
calificado/a	dibujo (m)
camarero/a (m/f)	difícil
cambiar	director/a (m/f)
camisa (f)	diseño (m)
campo (m) de deporte	disquete (m)
cancha (f) de tenis	durar
cantina	edificio (m)
carrera (f)	educación (f)
carta (f)	educación física (f)
cartera (f)	ejemplo (m)

empleo (m)	italiano/a
empresario/a (m/f)	jefe/jefa (m/f)
enseñanza (f)	laboratorio (m)
enviar	lengua (f)
error (m)	libra esterlina (f)
escribir a máquina	libro (m)
escuela (f)	licenciatura (f)
español (m)	llamada (f) (telefónica)
estuche (m)	llamar
estudiante (m/f)	tocar
estudiar	magnetofón (m) / magnetófono (m)
explicar	mal pagado/a
fábrica (f)	mecánico
fácil	médico/a
falda (f)	mensaje (m) electrónico
favorito/a	metro (m)
ficha (f)	mochila (f)
fontanero/a (m/f)	no cuelgue, por favor
formación (f)	nota (f)
futuro (m)	ocupado/a
ganar	odiar
gimnasio (m)	oficina (f)
goma (f) (de borrar)	olvidar
guardar	ordenador (m)
guardería (f)	pagar
gustar	página (f) web
hablar	palabra (f)
hombre (m)/ mujer (f) de negocios	pantalla (f)
hora (f) de comer	pantalones (m)
horario (m)	papel (m)
imprimir	peluquero/a (m/f)
informática (f)	perder
informático/a (m/f)	permitir
ingeniero/a	pizarra (f)
instituto	policía (m/f)
instructor/a (m/f)	preferir
interesante	presentarse para un empleo
procesador (m) de textos	viejo/a

profesor/a (m/f) vuelta (f) al colegio
progreso (m) zapatos (m)
programa (m)
proyecto (m)
química (f)
recreo (m)
regla (f)
remite/remitente (m/f)
repetir
resumen (m)
reunión (f)
sacapuntas (m)
sala (f) de música
sala (f) de profesores
seguir un curso
sello (m)
sentarse
software (m)
sueldo (m)
supervisor/a (m/f)
taxista (m/f)
teclado (m)
telefonar
tener que ver con
terminar
tienda (f)
trabajar
trabajo (m)
trabajos manuales (m)
trimestre (m)
último año (m)
universidad (f)
vacaciones (f) de verano
vendedor/a (m/f)
viajar
video (m)

Topic area C – House, home and daily routine

abrebotellas (m)	bebida (f)
abrelatas (m)	boca (f)
abuela (f)	bodega (f)
abuelo (m)	bonito/a
aceite (m)	botella (f)
aceituna (f)	brazo (m)
acostarse	cacerola (f)
afeitarse	café(m) (con leche)
agua (f) mineral	cafetera (f)
alfombra (f)	caja (f)
almohada (f)	cama (f)
alto/a	cansado/a
ama (f) de casa	cara (f)
amable	caracol (m)
amigo/a (m/f)	carácter (m)
amistad (f)	carne (f)
amor (m)	carne (f) de vaca
añadir	casa (f)
apartamento(m)	casado/a
apellido (m)	casarse
aperitivo (m)	castaño/a
árbol (m)	cebolla (f)
armario (m)	cena (f)
arreglar	cepillar
arroz (m)	cereales (m)
asado/a	cereza (f)
aseo (m)	cerveza (f)
aspiradora (f)	césped (m)
atún (m)	champiñón (m)
ayudar	chico/a (m/f)
azúcar (m)	chocolate caliente (m)
balcón (m)	chuleta (f)
barba (f)	cobaya (f) / conejillo (m) de Indias
bebé (m)	cocina (f)
beber	cocinar

coliflor (f)	dirección (f)
comedor (m)	dormitorio (m)
comida (f)	ducha (f)
cómodo	dulce
compartir	enamorado/a de
conejo (m)	ensalada (f) verde
confortable	entremeses (m)
congelador (m)	escalera (f)
contento/a	estéreo (m)
cordero/a	familia (f)
cortar	feo/a
cortés/a	filete (m)
cortina (f)	flor (f)
cuarto (m) de baño	frambuesa (f)
cubo (m) de basura	fregadero (m)
cuchara (f)	fregar
cucharilla (f)	fresa (f)
cuchillo (m)	fresco/a
cueño (m)	gafas (f)
de retraso	gas (m)
dedo (m)	gato/a
delgado/a	gemelo/a (m/f)
delicioso/a	grifo (m)
deportivo/a	guardarropa (m)
desayuno (m)	guisantes (m)
desierto/a	habitación (f)
desnudarse	hacer la cama
despertador (m)	hacer los quehaceres
despertarse	harina (f)
diente (m)	helado (m)
	hermano/a (m/f)
	hermanastro/a (m/f)
	hijo/a (m/f)
	hombre (m)
	honrado/a
	huerto (m)

huevo (m)	menor
ir de compras	merienda (f)
jamón (m)	mermelada (f)
jardín (m)	mezclar
jarro (m)	microondas (m)
joven	moqueta (f)
judías verdes (f)	mostaza (f)
lámpara (f)	muebles (m)
lata (f)	muela (f)
lavadora (f)	muerto/a
lavar los platos	mujer (f)
lavarse	naranjada (f)
lavavajillas (m)	nata (f)
leche (f)	nevera (f)
legumbre (f)	niño/a (m/f)
levantarse	nombre (m)
limón (m)	nombre de pila (m)
limonada (f)	oficina (f)
limpiar	oído (m)
llave (f)	padre (m)
loro (m)	pan (m)
luz (f)	pan (m) tostado
madre (f)	papá (m)
maleducado/a	pared (f)
mamá (m)	pastel (m)
mañana (f)	patata (f)
mano (f)	patatas (f) fritas
manta (f)	paté (m)
mantel (m)	pato (m)
mantequilla (f)	pavo (m)
manzana (f)	pecho (m)
máquina (f) de afeitar	pedir
Marisco (m)	pelo (m)
mayor	pepino (m)
mejillones (m)	pequeño/a
melocotón (m)	pera (f)

perezoso/a	servir
periquito (m)	sidra (f)
perro (m)	silla (f)
pescado (m)	sillón (m)
pez (f) (de colores)	simpático/a
pie (m)	sobrino/a (m/f)
piña (f)	sofá (m)
piso (m)	sólo/a
pistola (f)	soltero/a
planchar	sopa (f)
planta (f)	suelo (m)
planta (f) baja	tarde
plátano (m)	tarta (f)
plato (m)	taza (f)
pollo (m)	tazón (m)
pomelo (m)	té (m)
poner la mesa	techo (m)
postre (m)	tejado (m)
puerta	tenedor (m)
¡que aproveche!	tener calor
quedarse	tener frío
quedarse en la cama	tener hambre
queso (m)	ternera (f)
ratón (m)	terrazza (f)
regresar a casa	tío/tía (m/f)
rico/a	tímido/a
rizado/a	tomate (m)
rodilla (f)	tonto/a
rubio/a	tortilla (f)
sabor (m)	tortuga (f)
sacacorchos (m)	trabajar
sal (f)	trabajar en el jardín
salchicha (f)	travieso/a
salchichón (m)	triste
salmón (m)	trucha (f)
salón (m)	único/a

sartén (f)	uva (f)
vaso (m)	
vecino/a (m/f)	
ventana (f)	
verdura (f)	
verter	
vestíbulo (m)	
vestirse	
viejo/a	
vinagre (m)	
vino (m)	
vivir	
voz (f)	
zanahoria (f)	
zumو (m)	

Topic D – The modern world and the environment

actualidades (f)	empezar
abrigo (m)	entrada (f)
actor/actriz (m/f)	equipo (m)
actuación (f)	espectáculo (m)
adulto/a (m/f)	estrella (f)
aficionado/a	estudiante (m/f)
algodón (m)	falda (f)
asiento (m)	famoso/a
bañador (m)	guantes (m)
billete (m)	impermeable (m)
bolso (m)	inundación (f)
bufanda (f)	jersey (m)
calcetines (m)	maquillaje (m)
camisa (f)	medio ambiente (m)
canal (m)	moda (f)
canción (f)	modelo (m/f)
cantante (m/f)	móvil (m)
cantar	navegar internet
chaleco (m)	niño/a (m/f)
chándal (m)	noticias (f)
chaqueta (f)	obra (f)
cinturón (m)	pantalones (m)
comedia (f)	pañuelo (m)
concurso (m)	película (f) de amor
contaminación (f)	película (f) de aventuras
costar	película (f) de miedo
cuanto/a	pendientes (m)
cuero (m)	periódico (m)
culebrón (m)	piel(f)
de lana (f)	pintalabios (m)
desempleo (m)	pobre
dibujos animados (m)	policíaco/a
divertido/a	político/a
documental (m)	precio (m)
droga (f)	programa (m)

ropa (f)
serie (f)
sociedad (f)
sombrero (m)
subtitulado/a
suéter (m)
taladrar el cuerpo
tarifa (f)
teletexto (m)
televisión (f) (por satélite)
terminar
tráfico (m)
triste
vestido (m)
violencia (f)
zapatillas (f) deportivas
zapatos (m)

Topic area E – Social activities, fitness and health

alcohol (m)	club (m) juvenil
ahorrar	comprar
ajedrez (m)	compras (f)
andar	comprimido (m)
anillo (m)	compromiso (m)
año nuevo (m)	confitería (f)
apertura (f)	constipado/a
ascensor (m)	corresponsal (m/f)
atletismo (m)	costar
autoservicio (m)	cuanto/a
bailar	cuenta (f)
balón (m)	cumpleaños (m)
bañarse	dar besos
banco (m)	dar un paseo
barato/a	charcutería (f)
batería (f)	dentista (m/f)
besar	deportista (m/f)
bien hecho/a	descansar
bienvenido/a	día de fiesta
billetero (m)	día libre (m)
boda (f)	dibujos animados (m)
botella (f)	dinero (m)
bricolaje (m)	disco compacto (m)
cabeza (f)	divertirse
caer enfermo	doctor/a (m/f)
caja (f)	dormir
camarero/a (m/f)	droga (f)
cambio (m)	ejercicio (m)
caña (f) de pescar	encantado/a
caro/a	encontrar
catarro (m)	enfermo/a
centro (m) comercial	enfermedad
cheque (m) de viaje	enfermero/a (m/f)
cita (f)	enhorabuena
club (m) de noche	equipo (m)

especialidad (f)	lectura (f)
estanco (m)	leer
estar a punto de cerrar	limpiarse los dientes
estómago (m)	marearse
estrés (m)	medicina (f)
excursión (f)	médico/a (m/f)
felicidades	mejorarse
felicitaciones	mercado (m)
Feliz Año Nuevo	monedero (m)
Feliz Navidad	montar a caballo
fiebre (f)	montar en bicicleta
fiesta (f)	nadar
flauta (f)	nariz (f)
fuegos artificiales (m)	Navidad (f)
fumar	novela (f)
garganta (f)	número (m)
gastar	oficina (f) de cambio
grasa (f)	ojo (m)
gripe (f)	pañuelo (m)
hacer deporte	papelería (f)
hacer equitación	pasatiempo
hacer esquí acuático	Pascua/Semana Santa
hacer monopatín	pasear
hacer natación	pastelería (f)
hacer vela	patines (m) de ruedas
hacer windsurf	pedir
hacerse daño	pelo (m)
hipermercado (m)	perfume (m)
invitación (f)	pescadería (f)
ir de paseo	picadura (f)
ir de pesca	picar
jarabe (m)	pierna (f)
joya (f)	pila (f)
joyería (f)	pista (f) de hielo
	plato (m) del día
	polideportivo (m)
	precio (m)

juego (m) de mesa	traer
juego (m) electrónico	turrón (m)
juguete (m)	tutear
presentar	vegetariano/a
propina (f)	vender
rebajas (f)	ver
receta (f)	viaje (m)
regalar	violín (m)
regalo (m)	visitar
relajarse	vomitarse
reloj (m) (de pulsera)	
rincón (m)	
salir	
sano/a	
sección (f)	
selección	
ser socio/a de	
serio/a	
servicio incluido	
supermercado (m)	
talla (f)/tamaño (m) (ropa)	
tarjeta (f) de crédito	
tarta casera (f)	
tener dolor de cabeza	
tener dolor de espalda	
tener dolor de estómago	
tener dolor de garganta	
tener dolor de muelas	
tener dolor de oídos (m)	
terracea (f)	
tiempo libre (m)	
tienda (f)	
tienda de ultramarinos (f)	
tirarse (al agua)	
tomar	
tomar el sol	
toser	

Non-topic-specific vocabulary

Acronyms

AVE: Alta Velocidad Española

IVA: Impuesto sobre el Valor
Añadido (VAT)

ONU: Organización de las
Naciones Unidas (UN)

RENFE: Red Nacional de
Ferrocarriles Españoles (Spanish
Railways)

Sr: Señor

Sra/s: Señora/s

Sres: Señores

Srta: Señorita

TVE: Televisión Española

UE: Unión Europea (EU)

Social conventions

adiós

buenas noches

buenas tardes

gracias

hasta la vista/ hasta luego

hasta mañana

hasta pronto

hola

lo siento/perdón

por favor

saludos (m)

¡socorro!

Prepositions

a

a través de

al final de

al lado de

alrededor de

antes

cerca de

con

contra

debajo

delante de

desde

después

detrás

durante

en

en casa de

encima

entre

excepto

fuera

hacia

hasta

lejos de

más o menos

por

por todas partes

según

sin

sobre

Adjectives

agradecido/a	horrible
al aire libre	igual
alto/a	increíble
antiguo/a	joven
apenado/a	juntos /as
asqueroso/a	limpio/a
bonito/a	lleno/a
bueno/a	maduro/a
cansado/a	magnífico/a
cercano/a	maravilloso/a
cerrado/a	necesario/a
cerrado/a con llave	nuevo/a
cómodo/a	numeroso/a
corto/a	otro/a
de buen humor	perfecto/a
de pie	pesado/a
de prisa	propio/a
de valor	real
débil	roto/a
dinámico/a	ruidoso/a
divertido/a	sabio/a
duro/a	sano/a
emocionante	satisfecho/a
encantador/a	sensacional
enfadado/a	serio/a
estricto/a	siguiente
falso/a	silencioso/a
fantástico/a	solo/a
favorito/a	sucio/a
feo/a	tarde
fuerte	temprano /a
gordo/a	típico/a
gratis	terrible
guapo/a	tonto/a
guay	último/a

Verbs

acompañar	intentar
abrir	interesarse
aburrirse	invitar
acordarse de	ir de paseo
apresurarse	irse
beber	llamar
caer	llorar
callarse	manejar
cambiar	merecer
cerrar	mostrar
coger	ocuparse de
conducir	oír
conocer	parecer
contar	partir
contentar	pedir prestado
crear	pensar
cuidar	perdonar
dar	poder
decidir	poner
decir	preguntar
dejar	prestar
desear	probar
discutir	querer
dormir	regresar
elegir	reír
empujar	saber
encender	salir
encontrar	saltar
enfadarse	seguir
entender	sentarse
entrar	sentir
escapar	ser
escribir	sonreír
esperar	subir
estar	tener

hablar

tener éxito

terminar

tirar

tocar

utilizar

venir

visitar

vivir

volver

Colours

amarillo/a

azul

blanco/a

castaño/a

claro/a

gris

marrón

negro/a

oscuro/a

rojo/a

rosa

verde

Adverbs

a menudo

a veces

allí

aquí

arriba

bastante

casi

demasiado

desde hace mucho tiempo

inmediatamente

más

muy

por allí

Quizás or quizá

recientemente

siempre

sin embargo

sobre todo

ya

Quantities

bastante

mucho

un paquete de

un poco de

un tercio de

un trozo de

una botella de

una docena de

una jarra de

una lata/caja de

varios

Conjunctions

después
entonces
o
pero
por eso
¿por qué?
por que
porque
porqué
primero/a
pues
también
y

Time expressions

a tiempo
a veces
ahora
ahora mismo
al día siguiente
al principio
ayer
con/de retraso
día
hoy
mañana
pronto
quince días
semana
tarde
todos los días

Areas and mountains

Aquí si Los Pirineos

Andalucía

Cataluña

las Islas Baleares

las Islas Canarias

el País Vasco

Expressions

el mío

allí está

aquí tiene

¿cómo se escribe?

con mucho gusto

depende

en mi opinión

estar a punto de

estoy hart

no me importa

normalmente

por supuesto

¡qué pena!

¡Suerte!

tanto mejor

una vez más

vale

voy bien

Other words

algo
alguien
centro
como
cosa
eso
esto
fin
forma
manera
medio
no
número
por causa de
por ejemplo
señor
señora
señorita
si
sí
tipo
todo el mundo
vez

Countries etc

África

Alemania

Austria

Bélgica

Inglaterra

Dinamarca

Escocia

España

Estados Unidos

Europa

Gran Bretaña

Grecia

Irlanda

Italia

Holanda

(País de) Gales

Portugal

Reino Unido

Suecia

Suiza

Nationalities etc

africano/a

alemán/alemana

austríaco/a

belga

danés/a

escocés/escocesa

español/a

estadounidense

européo/a

francés/francesa

galés/galesa

griego/a

holandés/holandesa

inglés/inglesa

irlandés/irlandesa

italiano/a

portugués/portuguesa

sueco/a

suizo/a

Appendix 3: Use of information and communication technology in French and Spanish

Introduction

Information and communication technology (ICT) can be a very useful tool to improve achievement in French and Spanish. The use of ICT should be seen as an integral part of teaching and learning and you should encourage students to become increasingly independent users of ICT within the centre and at home. The availability of software packages is expanding and is an area that you should encourage students to make use of for home study and revision.

ICT helps students to develop a wider range of expression and addresses the need for access to a more extensive range of unfamiliar language (through reading and listening) to a variety of materials from countries and communities where the languages are spoken. It is a very good motivator, allowing students to learn in a variety of ways best suited to their particular learning styles and enabling them to engage intensively with the target language. Most importantly, it provides a window on the world and introduces native speakers to students.

Making the most of ICT in this qualification

A range of ICT applications may be useful in preparing students for their IGCSE in French and IGCSE in Spanish. ICT could be built into the teaching and learning process in order to maximise the language learning outcome.

Developing knowledge and understanding of grammar and the ability to apply it

ICT is an excellent tool for practising and consolidating all aspects of grammar.

- **Text manipulation software** improves students' knowledge and understanding of the language through a number of activities ranging from gap filling and sequencing to reconstructing texts. This can help to develop fluency and accuracy.
- **Integrated learning systems** also provide tools for independent practice on vocabulary and structures and give individual feedback to students. You can develop work programmes suited to individual student needs.
- **Text-manipulation software** or **CD ROM** packages enable students to work at their own pace and can be customised by you to fit individual needs.

Developing listening skills through ICT

- Access to authentic materials and a variety of topics via **satellite TV** or **video clips** on the **web** helps the development of more sophisticated listening skills, particularly the ability to listen for general idea and to identify the main points and details from a variety of types of authentic and spoken language. Video clips provide excellent paralinguistic clues to support comprehension.
- **Multi-media digital language labs** enable students to listen to a wide variety of texts and play them back at their own speed. They can take notes on an integrated notepad.

- Software packages such as **multi-media CD ROMs** enable students to practise the key aspects of language at home or at school. Some packages allow students to practise numbers, time and dates, an area where even the best students can slip up at IGCSE.
- Those seeking A and A* grades will be able to develop their **independent** listening by selecting from and responding to recorded sources according to their interests.

Developing reading skills through ICT

- Communicating via **email** provides immediate access to native speakers and brings target language into the classroom. **Online dictionaries** are particularly useful for students who are accessing authentic texts via the **web**.
- Using foreign **search engines** such as Yahoo Espana enables students to search for suitable websites relating to a particular topic area or to expand their reading. Using search engines can be a useful way of developing skimming and scanning techniques.
- **Databases** enable students to extract specific detail and identify and note main points.
- **Favourite websites** can be put on the school/college **intranet** to avoid time searching through too much material and can be related to the different topic areas. These materials give greater variety and students can be encouraged to choose a text and read for general idea.
- Authentic texts from **websites** can be used for developing skimming and scanning techniques and take borderline students beyond reading for main facts to developing an understanding of unfamiliar language, and encourages them to develop the ability to extract meaning from more complex language.
- **Printouts of web pages** can be used for whole class teaching, and provide a useful and creative possibility for devising interesting and current classroom resources.
- **Multi-media electronic encyclopaedias** such as Encarta can be used by students to research and retrieve information about a target language country.

Developing writing skills through ICT

- **Word processors** can be used to help students in redrafting their writing and improving its accuracy, quality and presentation.
- **Grammar checkers** are a useful tool to highlight mistakes and give reasons for mistakes. However, students should not become reliant on them; they are not infallible.
- **Spell checkers** help with improving accuracy. The mistake is highlighted, so students first look at the error and are then given the correct version.
- **Online dictionaries** enable students to extend their writing skills, improve accuracy and extend their range of language and expressions.
- **DTP (desktop publishing) packages**, for example Adobe InDesign, together with authentic clip art and access to illustrations via the internet enable students to present information in a particular way with regard to an audience by brochure about their school/college combining graphics with text.

- **Email** can be used to share ideas and work with native speakers. Joint projects can be organised between schools and colleges with students collaborating on topics – this provides a real context for communication and an audience for writing. Email can also be used to request information about a specific area in the target language. This usually results in brochures being delivered to the school.
- **School and college websites** provide an excellent location for students to publish their work.
- **Text-manipulation software** can be used as a guided writing tool prior to students producing a specific piece of written work.
- The **web** provides an invaluable resource for authentic stimulus material for coursework, providing up-to-date access to material in all topic areas.

Developing speaking skills through ICT

- Generic **multi-media presentation packages**, such as PowerPoint, provide an excellent tool for combining skill areas but also for putting together multi-media presentations in the target languages.
- Using a **video camera** is a good motivator and a useful tool for enabling students to improve their own learning performance in preparation for IGCSE speaking. Peer assessment of work allows students to assess communication and quality of language grades, making them more aware of the precision and accuracy required to score at the higher levels.
- **Video conferencing** has enormous potential and provides an excellent medium for practising both speaking and listening skills through direct communication with native speakers by providing a real context for learning.

Revision and study support

The broad range of French and Spanish software now available on the market, and online learning services such as the BBC Bitesize, enables students to practise aspects of language intensively with greater concentration both at home and at school.

Ten top tips for using ICT in languages

- 1 Carry out short, limited projects, with clear goals and outcomes.
- 2 Target single ICT applications; don't try to use everything at once.
- 3 Be aware of students' skills: if using new applications or new techniques, you must ensure that students have sufficient time to learn the new elements before applying them in the language context.
- 4 If possible, try to use authentic language versions of software.
- 5 Let students with higher-level ICT skills 'shine' - perhaps by teaching you how to use a piece of software.
- 6 Get students to listen to target language radio online or watch TV clips online.
- 7 Email could be one of the best ways of encouraging students to use their language, but email projects must be carefully prepared with an opposite number in the overseas school.

- 8 Make the most of multimedia. It gives students opportunities to practise speaking and listening, even with very basic software.
- 9 Use the school/college website to provide an international audience for your students' language skills.
- 10 Get your students to use a spreadsheet or database to collate the results of a target language questionnaire, and use the graphing facilities to help with the production of a report.

Appendix 4: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:		Centre number:		Language:		
Candidate name:		Candidate number:		Specification number:		
Date of speaking test:		Name of teacher conducting test (block capitals):		Tape number:		
...../...../20.....				Side (A/B):		
Section A (Topic of the presentation and discussion based on a picture)						
Section B (Topic for Conversation 1)Section B (Topic for Conversation 2)						

To be completed by the Edexcel Examiner:

CONVERSATION 1							
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)	
TOTAL (maximum 20 marks)		TOTAL (maximum 5 marks)		TOTAL (maximum 5 marks)		TOTAL (maximum 20 marks)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

CONVERSATION 2							
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)	TOTAL (maximum 20 marks)
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

CONVERSATION 3							
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)	TOTAL (maximum 20 marks)
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

TOTAL NUMBER OF MARKS OUT OF 60:	Edexcel Examiner	Senior Examiner

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