

IGCSE

London Examinations IGCSE

Modern Foreign Languages (MFL)

French (4365), German (4375), Spanish (4440)

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delivered locally, recognised globally

Teacher's Guide

London Examinations IGCSE

Modern Foreign Languages (MFL) French (4365), German (4375), Spanish (4440)

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This is Issue 2 which contains details of IGCSE Spanish (4400) in addition to IGCSE French (4365) and IGCSE German (4375).

Authorised by Elizabeth Blount

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Introduction

This Teacher's Guide accompanies the London Examinations IGCSE specification for Modern Foreign Languages (French 4365, German 4375 and Spanish 4440). It has been designed to help teachers prepare their candidates for IGCSE examinations from May 2006.

This guide should be read in conjunction with the specification (publication code UG014333) and the specimen papers and mark schemes (French – publication code UG014343, German – publication code UG014344 and Spanish – publication code UG015890).

The aims of the Teacher's Guide are

- to expand on information about course requirements contained within the specification
- to provide support to train candidates in listening and reading skills
- to provide support to prepare candidates for the writing test
- to give guidance for the speaking test
- to explain assessment procedures.

Specification summaries

The following summaries have been included for your convenience. For further details please refer to the specification.

Summary of scheme of assessment

Paper / component	Mode of assessment	Weighting	Length
1 Listening	Terminal examination	33.3%	30 minutes (+ reading time of 5 minutes)
2 Reading and Writing	Terminal examination	33.3% (Reading) and 33.3% (Writing)	1 hour 30 minutes

The scheme of assessment consists of a **single tier** targeted at grades A* to G, and **two** components. Candidates will be required to take **both** components. The examination papers assess the full range of achievement.

Separately endorsed assessment of spoken language

In addition to the components above, candidates 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 candidate entering for the spoken language test.

Summary of the specification content

In all components, all questions and answers will be in the target language.

Paper 1: Listening (all candidates) (30 marks)

Duration: 30 minutes, plus 5 minutes reading time

This paper, to be taken by all candidates, will cover a range of topic areas from those listed on page 2 of the specification. The test will consist of several short recordings on a tape played by the teacher. Candidates have 5 minutes to read through the paper to familiarise themselves with the questions before the teacher starts the tape with the recorded extracts. The candidates will then be required to answer a series of questions on each of the extracts.

The paper will be externally set and externally assessed.

Paper 2: Reading and Writing (all candidates)

Duration: 1 hour 30 minutes

This paper, to be taken by all candidates, will cover a range of topic areas selected from those listed on page 2 of the specification, and on page 4 of this Guide. There will be three sections.

Section A

Part 1, Reading (15 marks)

Candidates will be required to read a range of texts of varying lengths, and to respond by answering a series of questions on each of the texts.

Part 2, Writing (10 marks)

Candidates will be required to write a short piece on a topic related to the final reading passage in Section A, Part 1.

Section B

Part 1, Reading (5 marks)

Candidates will be required to read a longer text and to respond by answering a series of questions based on the text.

Part 2, Reading (10 marks) and Writing (5 marks)

Candidates will be required to read a longer text and to respond by answering a series of questions based on the text.

The candidates' answers will also be assessed for the quality of language.

Section C, Writing (15 marks)

The candidates will be required to produce a longer piece of writing in the target language from a choice of three tasks.

Paper 3: Speaking (optional component, separately endorsed)

Duration: 10 minutes

This optional paper will be externally marked by Edexcel International. There will be two sections.

Section A (maximum 4 minutes) (20 marks)

This section will consist of a one-minute presentation based on a visual stimulus chosen and provided by the candidates. This visual stimulus must be linked to one of the topic areas below. Following the one-minute presentation, the centre-appointed interviewer will ask the candidates questions on the visual stimulus and issues arising from it.

Section B (maximum 6 minutes) (40 marks)

This section will consist of **two** conversations with the centre-appointed examiner on two different topic areas from the list below. These topic areas must be different from the topic area discussed in section A.

Topic areas	Sub-topic areas
Topic area A Home and abroad	<ul style="list-style-type: none">• Life in the town and rural life• Weather and climate• Travel, transport and directions• Holidays and tourist information• Services (e.g. telephone, bank, post office)• Customs and religion
Topic area B Education and employment	<ul style="list-style-type: none">• Childhood• School• Work• Future plans
Topic area C House, home and daily routine	<ul style="list-style-type: none">• Types of home• Information about self, family and friends• Helping around the house• Food and drinks
Topic area D The modern world	<ul style="list-style-type: none">• Environmental issues• The media (TV, film, radio, newspapers)• Information and communication technology (Internet, mobile phones)
Topic area E Social activities, fitness and health	<ul style="list-style-type: none">• Special occasions• Hobbies, interests, sports and exercise• Shopping and money matters• Accidents, injuries, common ailments and health issues

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 further guidance of how the two can be linked and how candidates might progress within a topic area.

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

The five topics have been further divided into sub-topics in order to give specific guidance on the areas which 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 by 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 activities you may wish to include when preparing your candidates for IGCSE. Each one represents a sub-topic from the specification. The "prior knowledge" includes areas which you are likely to have taught candidates already. Activities are graded within each skill area. The first activity in each box would be the final activity for the weakest candidates, 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	<ul style="list-style-type: none"> • match weather symbols to words or phrases heard on tape • recognise sentences from weather report; match with text • note down in target language details from weather report heard on tape/identify locations from 'radio broadcast'
Reading	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • write a weather diary for a week and comments 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

Speaking	<ul style="list-style-type: none"> • 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
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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	<ul style="list-style-type: none"> • listen to advert for jobs and match to pictures • listen to a radio advert and note down details in the target language • listen to someone talking about a particular job and note advantages and disadvantages in the target language
Reading	<ul style="list-style-type: none"> • match pictures to short job advertisements • 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 • read an account written by someone who recently returned from working abroad; recognise positive and negative attitudes; summarise in the target language
Writing	<ul style="list-style-type: none"> • write an advert for a particular job • respond to a job advert giving details of past experience, future plans and reasons for interest; include a word processed CV

Speaking	<ul style="list-style-type: none"> • answer simple questions on personal identification • working with a partner, conduct a short interview about a real or imagined job; make a recording of the interview • telephone to find out details about a summer job. Give reasons for wanting the job and some details about yourself
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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	<ul style="list-style-type: none"> • match people and their favourite TV programmes based on a taped interview • listen to a radio advert about a forthcoming event and note down details in the target language • 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
Reading	<ul style="list-style-type: none"> • match headlines/captions to visuals of news items/events • match headlines/captions to short texts of news items or recent events • choose the most appropriate headline/caption for a selection of news items/descriptions of personalities or recent events • complete sentences about a film/programme reviewed in a newspaper article
Writing	<ul style="list-style-type: none"> • write a short newsletter to describe a recent radio broadcast • write a short article about a forthcoming programme • write an article for exchange partner's school magazine about a film just released in your country
Speaking	<ul style="list-style-type: none"> • simple survey to find out opinions on a current television programmes • answer questions about a recent/forthcoming event • present a news item on a recent/forthcoming event (include opinions, evaluation)

The minimum core vocabulary list

The minimum core vocabulary list is intended as 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 candidates aiming at grades G to D 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 you in encouraging candidates to develop a wider understanding of words in different contexts and move them away from compartmentalising their vocabulary learning. The table on page 10, 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 you scope in your teaching for focusing on those aspects of the foreign language which develop candidates' language awareness. It can encourage them to work confidently in building up and enriching their vocabulary in the foreign language. The lists also do not 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 grades G – D candidates will be based on them and candidates working towards higher grades can expect to meet vocabulary not included in the lists. You will find opportunities to use the vocabulary lists as a basis for extending their knowledge and understanding of the foreign language in accordance with your scheme of work.

Home Topic	Vocabulary area	Other topics where available
1	Weather and climate	Topic D – The modern world
2	Work School	Topic E – Shopping and money matters Topic C – Information about myself
3	Information about self, family and friends Food and drink	Topic E – Hobbies, interests, sports and exercise Topic A – Holidays Customs and religion Topic E – Special occasions Health issues
4	The media	Topic B – Work Topic E – Hobbies, interests, special occasions
5	Accidents, injuries and common ailments, 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, candidates should continue to make use of a dictionary for general language learning purposes.

You may find the following helpful when developing candidates' dictionary skills:

- ensure candidates understand the way the dictionary is set out and that they understand the abbreviations used, e.g.: n, v, a, vt, m, f
- help candidates 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 candidates to extend their range of vocabulary and language by making a note of new words they encounter in a vocabulary book, database or bilingual glossary
- raise awareness of language by encouraging candidates 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 candidates to use the dictionary effectively, e.g. how to conjugate verbs once looked up; alternatively how to find infinitives from a variety of verb forms; how to check genders/irregular agreements; how to recognise word families and, where appropriate, how to use verb tables.
- remind candidates 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 candidates for target language assessment

Course books and other teaching materials provide opportunities for practice in target language assessment. There is a list of useful resources in the specification.

Rubrics

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

Test types

Candidates will encounter a wide variety of test types in each of the papers, as listed in the specification. It is essential to give candidates 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. Candidates 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 candidates give easily identifiable responses (i.e. 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, where some marks will be awarded for the quality of language used in response to the reading task.
- (c) Where candidates 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 which is being tested.
- (d) Where candidates have to match pictures/headlines/captions to text, there will often be extra pictures/headlines/captions, i.e. six short texts matched with six out of seven titles.
- (e) For note-taking or summary, candidates will always be given guidance. This guidance could take the form of an information sheet to complete, points to list or paragraph headings.

Training candidates in listening skills

In the listening test, candidates will be required to

- identify and note main points
- deduce the meaning of words from 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 candidates 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 (e.g. a place, a number, a day, etc)
 - concentrating on the question forms (e.g. 'who' / 'when' / 'where' / 'why'? etc) to work out what kind of information is required, e.g. 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, e.g. 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', e.g. a lot / few / sometimes / rarely / very
- where an answer in the target language is required, answer concisely and unambiguously.

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

Training candidates in reading skills

Candidates will be required to

- 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
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand and respond to references to past, present and future events.

You should train your candidates to

- look at the context, title, subtitles (they will give candidates 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/phrases and ignore redundant material. Candidates 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 which fully answer the question but which are also concise and unambiguous
- identify opinions and key concepts and draw conclusions
- look out for negatives, comparisons, qualifiers
- look for tenses and time indicators
- answer every question and check that the amount of information given /the number of ticks match 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 candidates should be given regular opportunities to practise the various test types.

Training candidates for the writing test

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

You may find it helpful to

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

The following advice and guidance is for candidates 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 reference / 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.

Application of grammatical knowledge and accuracy

One of the aims of the specification 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 candidates are expected to have acquired knowledge and understanding, are listed in the specification. The degree to which these are developed will depend upon the ability of the individual student. However, as far as possible, candidates should be enabled to manipulate structures and language to suit a purpose and in order to express what they want to write or say. They should also be taught how to structure the language, e.g. 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 need also to be able to use language appropriately (e.g. correct register).

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

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

Candidates 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 candidates, 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.

Training candidates for the speaking test

Introduction

The aim of the speaking test is to give candidates as much opportunity as possible to perform to the best of their ability. In the first part of the test candidates 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 examiner. In the second part candidates are expected to take part in conversations based on two other topics chosen by the examiner at the time of the test.

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

	Timing	Test type	Mark Allocation	Topics
Section A	1 min. max. 3 mins max.	Presentation Discussion	20	Candidate's free choice of topic
Section B	3 + 3 mins max.	Conversation	20 + 20	Interviewer chooses two further topics

Candidates 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 candidates from the centre, in any examination session. Ideally, candidates will select their own picture for Section A.

Preparation of candidates

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

Candidates may also have been encouraged to make recordings of their own conversations and interactions. In preparing candidates for the IGCSE speaking tests you will want to build on familiar classroom routines and procedures to increase performance levels for candidates 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 which follow are intended to support you and your candidates in preparing for both sections of the speaking test.

Section A: Presentation and discussion based on a picture

Because they can select their picture, candidates effectively choose the first topic of the speaking test. This selection should be done before the examination. It is recommended that teachers guide their candidates' 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 much relevant information to be given; it should give the opportunity to bring in a range of tenses and opinions. Candidates 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 also enable candidates to use as wide a range of vocabulary and structures as appropriate to their ability.

Candidates have the opportunity to introduce briefly 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. Candidates aiming for a grade C and above should be able to give opinions, to expand and justify points of views (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 future developments. Candidates should be trained to show these skills and the centre-appointed interviewer should ask questions aimed to allow candidates to demonstrate them.

The presentation and the ensuing discussion will be assessed globally in accordance with the assessment criteria described in the specification. Candidates need to 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 candidate and centre-appointed examiner.

The centre-appointed interviewer chooses both topics from the main topic areas and is free to develop any related conversation sub-topic or sub-topics. Possible examples of these are identified in the following grid. Candidates could talk about all the relevant sub-topics or focus on just one.

Suggested sub-topics

<p>Home and abroad</p>	<ul style="list-style-type: none"> • Region/town in target language countries either visited or researched by the candidate • Holidays • Travelling
<p>Education and employment</p>	<ul style="list-style-type: none"> • School life and routine • Future plans • Work
<p>House, home and daily routine</p>	<ul style="list-style-type: none"> • Home and domestic routine • Family • Friends • Food and drink
<p>The modern world</p>	<ul style="list-style-type: none"> • Environmental issues • Television, film, radio, newspapers, magazines • Technological advances
<p>Social activities, fitness and health</p>	<ul style="list-style-type: none"> • Sports/exercise • Hobbies, interests • Shopping • Health issues

Specimen questions are provided for each main topic area with the specimen papers. They cover all levels of ability. They are neither exhaustive nor prescriptive, but merely 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 '*Television*' (*The modern world - Media*).

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

The centre-appointed examiner 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, a centre-appointed examiner 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 candidate 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 candidates 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 candidates that the two conversations are assessed separately and that a poor performance on one topic area need not affect the marks on the other one.

Preparing for the conversation

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

- familiarise your candidates 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/expression of opinion through activities based on surveys, questionnaires and interviews
 - train candidates 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 candidates 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 candidates it is important to vary the wording of questions and their order.

Conducting the conversations

Exemplar questions

The specimen papers contain guidance on the type of questions which might be suitable for the full range of ability.

The assessment criteria for conversation 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 yourself – or the centre-appointed examiner – for conducting the conversations in the speaking test.

Candidate aiming at grades G, F, E

- **Points to avoid**
 - asking questions which 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 over-complicated phrasing of questions.
- **Positive strategies**
 - give personal examples to prompt response
 - provide simple extensions.

Candidates aiming at grades D or C

- **Points to avoid**
 - Asking too many simple questions which limit potential for candidate response
 - accepting without intervention of a pre-learned description or catalogue of events.
- **Positive strategies**
 - provide opportunities for candidates to respond in past or future tense by reacting to information as well as by asking a direct question
 - react positively to candidates' readiness to demonstrate a good degree of preparation but be prepared to interrupt a monologue to allow the candidate to show ability to expand or offer an opinion
 - phrase the questions so as to give candidates the opportunity to use complex sentences and a variety of vocabulary.

Candidates aiming at grades B, A, A*

- **Points to avoid**
 - limiting candidates' performance at the highest level by engaging too enthusiastically in the exchange and talking more than the candidate
 - failing to ask searching questions which will allow the candidate to show full potential and allow him/her to demonstrate the level of response needed to access the higher marks
 - persisting with a question the candidate has failed to understand in a determination to enable the candidate to answer; good candidates are often thrown by this.
- **Positive strategies**
 - respond to any questions asked by the candidate with interest but turn them back to the candidate. It is their performance that is being assessed
 - ask candidates open-ended questions to encourage wide-ranging responses.

General advice for the conversations

- keep to the time limits (maximum 4 minutes for Section A and 6 minutes Section B)
- the two conversations are assessed separately and should be of equal length (i.e. 3 minutes each)
- keep assessment criteria in mind to ensure that candidates are given a chance to perform at the highest possible level, according to their ability
- it is helpful if the centre-appointed interviewer announces the change of topic (in the target language)
- use the suggested questions in the specimen papers as a guide only
- avoid a series of closed questions
- give candidates the opportunity to use tenses other than the present and to express and justify opinions
- encourage candidates aiming for a grade C and above to expand beyond a simple reply to each question and to aim for a natural conversation
- allow candidates to take the initiative but intervene if a candidate tries to recite pre-learnt material.
- listen carefully to the candidate's answers and relate subsequent questions to the information acquired
- try to link questions – sudden changes are confusing, especially to less able candidates
- if a question is not understood after one repetition, move on to another question; further questions may just confuse or discourage the candidate
- never correct a candidate's language, however inaccurate
- show an interest in the candidate's responses; comment and respond naturally but briefly to what the candidate 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 (see pages 21 and 22).

Administration

A copy of a completed candidate's cover sheet for the speaking test is included in Appendix 5 of this publication.

Appendices

Appendix 1 – Minimum core vocabulary for French

The following vocabulary list is intended to assist teachers in the planning of work in relation to their programmes of study. Assessment tasks targeted at grades G – 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, candidates 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. Nor does it include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in the target language.

Topic area A – Home and Abroad

Life in 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	syndicat d'initiative
habitant	tranquille
habiter	vache
historique	ville
industriel	zone piétonne
jardin public	

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

couchette
décoller
défense de
départ
descendre de
douane
doubler
droit
en panne
en provenance de
embouteillage
essence
est
faire de l'auto-stop
faire le plein
frontière
gare
gare routière

sortie
stationner
supplément
tourner
tout droit
tout près
trajet
transports en commun
traverser
vélo
vélomoteur
vers
vite
vitesse
voiture
voler
voyager
wagon-lit

Holidays and tourist information

accueil
accueillir
activités
appareil photo
au bord de la mer
auberge de jeunesse
bain
balcon
bloc sanitaire
carte postale
colonie de vacances
complet
décrire
défaire sa valise
dépliant
donner sur
douche
emplacement
envoyer
excursion
faire du camping
faire la connaissance
faire ses bagages
fiche
gîte
inclus

louer
mer
non potable
oublier
ouvre-boîte
ouvre-bouteille/décapsuleur
partir
passer
pays
pellicule
pension complète
personne
plage
potable
quinze jours
rencontrer
réserver
rester
sable
sac de couchage
salle de jeux
se baigner
se bronzer
séjour
vacances
valise

lampe de poche
libre
location

visiter
voir
vue

Services

appeler
argent
banque
bureau des objets trouvés
cher
composer un numéro
composter
excusez-moi
merci
midi
paquet

perdre
poste
recevoir
remercier
remplir
renseignement
sac
s'appeler
s'il vous plaît?
vouloir

Customs and religion

anniversaire
allumette
bougie
cathédrale
église
fêter
jour de congé

jour férié
mariage
meilleurs vœux
mosquée
mourir
naissance
naître

Topic area B - Education and employment

Childhood

adorer
aimer
appeler
détester
école maternelle

école primaire
jeune
préférer
répéter

School

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	pantalon
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
faute
finir
fort
français
gomme

tableau
taille-crayon
terrain de sport
trimestre
trousse
utile

Work

agent de police
animateur
annonce
appareil
apprenti
apprentissage
bien payé
boîte aux lettres
boulot
caissier
chauffeur de taxi
classer
chômage
coiffeur
comptable
conseiller
coup de téléphone
courrier
courriel / courrier électronique
employé
employeur
emploi
envoyer
euro
expéditeur
expérimenté
facteur
faire un stage
fiche
formation
gagner
gendarme
homme d'affaires
imprimante
imprimer
indicatif

informaticien
ingénieur
lettre
licence
livre sterling
maçon
magasin
mal payé
mannequin
mécanicien
médecin
métier
ne quittez pas
ouvrier
occupé
patron
payé
payer
plombier
poser sa candidature
qualifié
rendez-vous
répondeur (téléphonique)
réunion
s'adresser à
salaire
sauver
serveur/serveuse
stagiaire
taper
téléphoner à
timbre
travail
travailler
usine
vendeur/vendeuse

Future plans

avenir	programme
carrière	progrès
chercher	projet
choisir	rencontrer
diplôme	terminale
étudiant	université
étudier	vieux
permettre	

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

souris (*informatique*)
studio
tapis
tasse
terrasse
tire-bouchon
toilettes
toit
verre
vestibule
WC

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
ceinture
célibataire
chapeau
chat
châtain
cheveux
chien
cobaye
cochon d'Inde

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
nom de famille
oncle
oreille
pantalon
papa
paresseux
perdre
père
perroquet

content
copain
coton
cou
cuir
demi-frère
demi-sœur
dent
doigt
écharpe
enfant
épouser
famille
fatigue
fatigué
femme
fille
fils
foulard
frère
frisé
gants
garçon
genou
gentil
gilet
grand
grand-mère
grand-père
habillé
heureux
homme
honnête
imperméable
impoli
jeune

perruche
petit
poisson rouge
poitrine
poli
prénom
pull
quitter
rester
robe
rouge à lèvres
sac à main
se brosser
se coucher
se déshabiller
se laver
se lever
se raser
se réveiller
s'habiller
sœur
souris (*animal*)
sympathique
tante
timide
tortue
tôt
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

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

faire le repassage
faire les courses
laver

travailler
verser

Food and drinks

ananas
apéritif
baguette
banane
beurre
bien cuit
bière
bifteck
bœuf
boire
boisson
boîte
bon
bon appétit
bonbon
café
café crème
canard
carotte
casse-croûte
cassis
céréales
cerise
champignon
chips
chocolat chaud
chou
chou de Bruxelles
chou-fleur
cidre
citron
commander
confiture
côtelette
crème
crêpe
croissant
croque-madame
croque-monsieur
crudités
déjeuner
délicieux

haricot vert
hors d'œuvre
huile
jambon
jus
lait
légume
limonade
manger
meilleur
moule
moutarde
mouton
nourriture
œuf
oignon
Orangina
pain (grillé)
pamplemousse
parfum
pâté
pêche
petit-déjeuner
petits pois
pied
plat du jour
poire
poisson
poivre
pomme
pomme de terre
potage
poulet
prendre
raisin
recette
repas
riz
rôti
salade verte
saucisse
saucisson

dessert
dinde
dîner
eau minérale
escargot
farine
frais
fraise
framboise
frites
fromage
fruits de mer
gâteau
glace

saumon
sel
souper
sucre
tarte
tartine
thé
thon
tomate
truite
veau
viande
vin
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

actualités
adulte
acteur/actrice
amusant
article
bande dessinée
billet
célèbre
chaîne
chanson
chanter
chanteur/chanteuse
combien
comédie de situation

film comique
film d'amour
film d'aventures
film d'épouvante
film d'horreur
film policier
finir
jeu télévisé
journal
mode
pièce de théâtre
piercing
place
prix

commencer
coûter
dessin animé
documentaire
drôle
émission
entrée
étudiant
fana
fanatique de
feuilleton

réduit
réduction
réserver
séance
série
sous-titré
spectacle
tarif
triste
vedette

Information and communication technology

clavier
courriel / courrier électronique
curseur
disquette
logiciel
mél / e-mail
messagerie électronique
minitel

moniteur (*informatique*)
portable
souris (*informatique*)
surfer sur internet
traitement de texte
télé par satellite
télérel

Topic area E – Social activities, fitness and health

Special occasions

anniversaire
bague
bienvenue
bijoux
bon appétit
bonjour
bonne année
boum
bouteille
bûche de Noël
cadeau
embrasser
faire la bise
félicitations
feu d'artifice
fiançailles
jour de congé

Jour de l'An
jour férié
joyeux Noël
mariage
montre
noces
Noël
offrir
Pâques
parfum
présenter
ravi
rencontrer
rendre visite à
tutoyer
ville jumelée

Hobbies, interest, 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	passer-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
charcuterie
chèque (de voyage)
cher
choix
combien
commander
confiserie
courses
coûter
épicerie
faire des économies
fermeture
garçon

pourboire
prix
rayon
self
service compris
solde
spécialité
supermarché
taille
tarte maison
terrasse
vendre
vitrine

Accidents, injuries, common ailments and health issues

alcool
aller mieux
avoir mal à l'estomac
avoir mal à l'oreille
avoir mal à la gorge
avoir mal à la tête
avoir mal au cœur
avoir mal au dos
avoir mal au ventre
avoir mal aux dents
blessé
(se) blesser
brosse à dents
comprimé
dentifrice
dormir
enrhumé
(se) faire mal
fièvre
forme
fumer
garder le lit
gorge
grave
grippe
grossir
heurter
hôpital
infirmière
jambe
maigrir
malade

maladie
médecin
médicament
mouchoir (en papier)
nez
œil
ordonnance
pilule
piquer
piqûre
prendre
régime
rendez-vous
rhume
rouler
sain
sang
santé
savon
renverser
se reposer
sirop
souffrir
sparadrap
tabac
tête
tomber malade
tousser
végétarien
ventre
vomir
yeux

Prepositions

chez
contre
dans
de
dehors
derrière
devant
en
en face de
en haut
entre
environ
jusqu'à

loin de
par
parmi
partout
pendant
pour
près de
sans
sauf
selon
sous
sur
vers

Adjectives

affreux
ancien
autre
bête
beau
bon
bref
bruyant
cassé
chouette
confortable
court
de bonne humeur
debout
dégoûtant
dernier
désolé
drôle
d'une grande valeur
dur
dynamique
en colère
ensemble
en plein air
faible
fatigant
faux

joli
laid
léger
lourd
magnifique
merveilleux
mignon
même
moche
mûr
nécessaire
neuf
nombreux
nouveau
parfait
passionnant
plein
pressé
prochain
proche
propre
recherché
reconnaissant
réel
sage
sain
sale

favori
fermé
fermé à clef
formidable
fort
génial
gratuit
gros
haut
incroyable
jeune

sensass
satisfait
sérieux
sévère
seul
silencieux
tôt
typique
utile
valable
vrai

Verbs

accompagner
allumer
attendre
avoir
boire
changer
choisir
comprendre
compter
conduire
connaître
croire
décider
demander
désirer
devoir
dire
disputer
donner
dormir
écrire
emprunter
entendre
entrer
espérer
essayer
être
fermer
frapper
inviter
jeter
laisser
mériter

plaire
pleurer
poser
poser une question
pousser
pouvoir
prendre
prêter
quitter
raconter
regretter
retourner
réussir
rire
s'asseoir
sauter
savoir
s'échapper
s'ennuyer
s'intéresser à
s'occuper de
se débrouiller
se dépêcher
se fâcher
se promener
se rappeler
se servir de
se taire
se terminer
sembler
souhaiter
sourire
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
ensuite
et
d'abord

donc
mais
ou
puis

Time expressions

à l'heure
au début
après-demain
après-midi
aujourd'hui
bientôt
demain
de temps en temps
hier
jour
journée

le lendemain
maintenant
matin
quinzaine
quinze jours
semaine
soir
soirée
tous les jours
tout à l'heure

Expressions

à moi
à mon avis
avec plaisir
bien sûr
bof
bonne chance
ça dépend
ça m'est égal
ça ne fait rien
ça s'écrit comment?
ça va

d'accord
d'habitude
encore une fois
être en train de
être sur le point de
j'en ai assez/marre
quel dommage
tant mieux
tant pis
voici
voilà

Other words

ça
cela
chose
comme
façon
fin
fois
forme
genre
Madame
Mademoiselle

Monsieur
milieu
nombre
non
oui
parce que
par exemple
quelqu'un
quelque chose
si
tout le monde

Countries

Afrique
Allemagne
Angleterre
Autriche
Belgique
Canada
Chine
Corse
Danemark
Ecosse
Espagne
Etats-Unis

Europe
Grande-Bretagne
France
Grèce
Inde
Irlande
Italie
Pays Bas
Pays de Galles
Royaume-Uni
Suède
Suisse

Nationalities

africain
allemand
américain
anglais
autrichien
belge
canadien
chinois
corse
danois
écossais

espagnol
européen
français
gallois
grec
hollandais
indien
irlandais
italien
suédois

Areas / mountains

Alpes
Bretagne
Massif Central

Midi
Pyrénées

Appendix 2 – Minimum core vocabulary for German

The following vocabulary list is intended to assist teachers in the planning of work in relation to their programmes of study. Assessment tasks targeted at grades G – 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, candidates 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. Nor does it include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in the target language.

Topic Area A - Home and Abroad

Life in town and rural life

alt	Markt
Ampel	Meer
auf dem Lande	Metzgerei
Aufzug	Mücke
Bäckerei	Museum
Bauernhof	Ort
Baum	Park
befinden (sich)	Parkplatz
Berg	Pferd
Bibliothek	Plakat
Brücke	Platz
Brunnen	Polizei
Burg	Polizeiwache
Dom	Polizist/in
Dorf	Poster
Eingang	Rathaus
Einkaufszentrum	ruhig
Einwohner	Sand
Etage	Schaf
Fahrstuhl	Schloss
faulenzten	schön
Fluss	Schwimmbad
Freibad	See (der)
fremd	See (die)
Fußgängerzone	Sehenswürdigkeit
Gasthaus	Spaß (machen)
Gebäude	Sportzentrum
gefallen	Stadion
Gegend	Stadtmitte
gern (haben)	Stadtteil
Geschäft	Stock
Hafen	Stockwerk
Hallenbad	Strand
Haus	Straße
historisch	Tiergarten
Hügel	treffen
hügelig	Treppe
Industrie	Turm
Informationsbüro	U-Bahn
Kirche	Unterhaltung
Kreuzung	Verkehr
Kuh	Verkehrsampel
Küste	Verkehrsamt
Laden	Viertel

Land
Landschaft
langweilig
leiden
lieben
Lift
lustig
malerisch

Vorort
Vorstadt
Wirtshaus
wohnen
Zeitungskiosk
Zoo

Weather and climate

Abend
Aufheiterung
bedeckt
bewölkt
blitzen
Eis
donnern
feucht
frieren
Frühling
gestern
Gewitter
Grad
gut
heiß
Herbst
heute
Himmel
Hitze
Höchsttemperatur
Jahr
Jahreszeit
kalt
Kälte
Klima
kühl
Luft
Mittag
Mitternacht
Monat
morgen
Morgen
morgen früh
Nachmittag

Nebel
nebelig
Nord
Regen
Regenschauer
Regenschirm
regnen
regnerisch
scheinen
schlecht
Schnee
schneien
schön
Sommer
Sonne
sonnig
stark
Stern
Sturm
Süd
Tiefsttemperatur
trocken
warm
wechseln
West
Wetter
Wetterbericht
Wettervorhersage
Wind
windig
Winter
Woche
Wolke
wolkenlos
wolkig

Travel, transport and directions

abbiegen	Kilometer
Abfahrt	Kofferraum
abfliegen	Kontrolleur
Abflug	kontrollieren
Abreise	Kreuzung
abreisen	landen
abschleppen	langsam
ankommen	links
Abteil	losfahren
ankommen	Luftkissenboot
Ankunft	Maschine
Anschluss	Meter
Aufenthalt	Mietwagen
Ausfahrt	mitfahren
Ausgang	Mofa
Ausland	Motorrad
aussteigen	Motor
Ausweis	nächst-
Auto	Nähe
Autobahn	neben
Bahn	öffentlich
Bahnhof	Öl
Bahnsteig	Panne
Benzin	parken
bleifrei	per Anhalter fahren
Boot	Platz
bremsen	pünktlich
Bundesstraße	Rad
Bus	rechts
Busbahnhof	Reise
Campingplatz	reisen
dauern	Richtung
direkt	Rückfahrkarte
durchfahren	Schaffner
Ecke	Schalter
Einbahnstraße	Schiff
einfach	Schild
einschalten	Schlafwagen
einsteigen	schnell
Einzelfahrkarte	Sicherheit
Eisenbahn	spät
Entfernung	Straßenbahn
erreichen	Stau
Fähre	U-Bahn
fahren	überholen
Fahrkarte	überqueren
Fahrrad	umsteigen

Fahrt
fliegen
Flughafen
Flugzeug
Führerschein
Fuß
Fußgänger
gegenüber
gehen
Gepäck
Gepäckaufbewahrung
Gepäckschließfach
geradeaus
Geschwindigkeit
Gleis
Grenze
gute Reise
halten
Haltestelle
Heimfahrt
hin und zurück
hinter
in der Nähe von
Karte

Unfall
verboten
Verkehr
Verkehrsmittel
verpassen
verspätet
Verspätung
volltanken
vor
vorbei
Wagen
warten
Warteraum
Wartesaal
weit
weit
weiter
Wie komme ich .. ?
Wohnwagen
Ziel
Zoll
Zug
Zuschlag

Holidays and tourist information

Aktivität
Andenken
Ansichtskarte
Aufenthalt
Ausflug
ausgebucht
auskennen (sich)
Auskunft
auspacken
Aussicht
Bad
Balkon
begrüßen
beschreiben
besetzt
besichtigen
besuchen
Bett
Bild
bleiben
Broschüre

kosten
Land
Lage
leihen
mieten
Nacht
Pass
Person
Pension
planen
Postkarte
Preis
Reise
Reisende
reservieren
Reiseleiter/in
Reisescheck
Rezeption
Sand
schicken
schlafen

buchen
Doppelzimmer
Dosenöffner
Dusche
duschen
einkaufen
einpacken
einschließlich
Einzelzimmer
Empfang
Ferien
Flaschenöffner
Fotoapparat
frei
geboren
Gasthaus
Gebühr
Gefahr
gefährlich
Grenze
Halbpension
Hotel
im voraus
inklusive
Jugendherberge
Kamera
Kassette
kennen lernen
Koffer

Services

anrufen
aufmachen
aufschlagen
ausfüllen
ausgeben
Bank
bekommen
billig
bitte
danke schön
danken
Formular
finden
füllen
Geld
melden

Schlafsack
schwimmen
sehen
Sonnencreme
Staatsangehörigkeit
Stadtplan
Stock
Strand
Taschenlampe
Tour
Tourist/in
Touristenbüro
treffen
trinkbar
Trinkwasser
übernachten
Übernachtung
Unterkunft
Unterschrift
Urlaub
verbringen
verlassen
Vollpension
wechseln
Willkommen heißen
Wohnwagen
Zelt
zelten
Zoll

Mittag
Paket
Postamt
preiswert
Reisescheck
Scheck
Sparkasse
Tasche
telefonieren
verlieren
Verlust
wählen
wechseln
Wechselstube
wollen

Customs and religion

alles Gute	Hochzeit
Dom	Karneval
feiern	Kathedrale
Feiertag	Kerze
geboren	Kirche
Geburt	Moschee
Geburtstag	Ostern
Geburtstag	sterben
glauben	Streichholz
Glückwunsch	Synagoge
Gott	Tod
herzlich	Weihnachten

Topic area B – Education and employment

Childhood

alt	jung
bevorzugen	Kindergarten
Erziehung	lieben
Grundschule	wiederholen
hassen	

School

Abitur	Mittlere Reife
Abschlussprüfung	modern
abschreiben	mündlich
anfangen	Musik
antworten	nachsitzen
Arbeitspraktikum	Naturwissenschaften
Aufgabe	neu
Aula	Note
Ausdruck	Oberprima
austragen	Papier
Beispiel	Pause
besprechen	Physik
Berufspraktikum	Plan
bestehen	plaudern
Bildschirm	Prüfung
Bildung	Punkt
Biologie	Qualifikation
Blatt	qualifiziert
Bleistift	Radiergummi

Buch	raten
buchstabieren	Realschule
Chemie	rechnen
dauern	Rechner
Deutsch	Regel
Direktor/in	Religion
durchfallen	richtig
einfach	Schlips
Englisch	schriftlich
enttäuschend	Schuh
Erdkunde	Schule
erfahren	Schüler/in
Erfolg	schulfrei
erklären	Schulhof
erlauben	schwer
essen	Semester
Fach	setzen (sich)
falsch	sitzen
Fehler	sitzen bleiben
Ferienjob	Socke
Fortschritt	Sommerferien
fragen	Sozialkunde
Französisch	Spanisch
Fremdsprache	Spitzer
gebrauchen	Sport
gefallen	Sprache
Geschichte	sprechen
Gymnasium	Stift
Hauptschule	stimmen
Hausaufgabe	Student/in
Hauswirtschaft	studieren
Heft	Studium
helfen	Stunde
hitzefrei	Stundenplan
Hof	Taschenrechner
Informatik	Teil
Internat	Tennisplatz
interessant	Titel
Kantine	Tonbandgerät
Klassenarbeit	trinken
Klassenzimmer	Turnen
klingeln	Turnhalle
klug	üben
korrigieren	Übung
Kugelschreiber	Universität
Kuli	Unterprima
Kunst	Unterricht
Kurs	unterrichten
Labor	verbessern
langweilig	Verbesserung

Lärm
lehren
Lehrer/in
leicht
Leistung
lernen
lieber (haben)
Lieblingsfach
Lineal
Liste
lösen
malen
Mappe
Mathe
Mittagspause

vergessen
verlieren
verstehen
Wechsel
Werken
wiederholen
wissen
Wort
Wörterbuch
zeichnen
Zeugnis
zu Ende gehen
zu Fuß
zuhören
zum Beispiel

Work

Angestellte(r)
Arbeit
arbeiten
Arbeitnehmer/in
Arbeitgeber/in
arbeitslos
Arbeitslosigkeit
Arbeitspraktikum
Arzt / Ärztin
Bäcker/in
Bauarbeiter/in
Bauer / Bäuerin
Bauunternehmer/in
Beamte/in
Beruf
Berufspraktikum
berufstätig
bewerben (sich)
bezahlen
Briefträger/in
Buchhalter/in
Büro
Busfahrer/in
Chef
Diplom
Dolmetscher/in
Elektriker/in
Euro
Fabrik
Fahrer/in
Firma

Kasse
Kassierer/in
Kauffrau
Kaufmann
Kellner/in
Klempner/in
Koch / Köchin
Krankenpfleger
Krankenschwester
Kunde/in
lehren
Lehrer/in
Lohn
Luftsteward/ess
Manager/in
Mechaniker/in
Musiker/in
Pfund
Pilot/in
Polizist/in
Putzmann/frau
Schauspieler/in
schlecht bezahlt
Sekretär/in
Soldat/in
Stelle
Supermarkt
Taxifahrer/in
Teilzeit
Tierarzt/-ärztin

Fotograf/in
Friseur/euse
Gehalt
Geschäftsmann/frau
gut bezahlt
Informatiker/in
Journalist/in

verdienen
Verkäufer
Vertreter/in
Werbeagentur
Werbung
Werkstatt
Zahnarzt/-ärztin

Future plans

abschicken
abschreiben
Absender
Adresse
Ausbildung
bearbeiten
behandeln
Berufsberater/in
besetzt
besprechen
bewerben für (sich)
Bewerbung
Bleiben Sie bitte am Apparat
Briefkasten
Eindruck
einwerfen
Erfahrung

gebrauchen
Lebenslauf
Lehre
Lehrling
Stelle
Stellenanzeige
Studium
Telefon
Telefonat
Termin
Universität
Vorstellungsgespräch
weiterstudieren
zu den Akten legen
Zukunft
Zukunftspläne

Topic area C - House, home and daily routine

Types of home

Abstellraum
Arbeitszimmer
attraktiv
aus Holz
Bad
Badezimmer
Balkon
Bauernhof
bequem
bleiben
Blume
Bungalow
Dach
Dachboden

Klo
Küche
leben
Licht
Mauer
Miete
Möbel
Möbelstück
möbliert
Rasen
Reihenhaus
Schlafzimmer
Schlüssel
Speicher

Decke
Dusche
Einfamilienhaus
Einziehen/ausziehen
Elektrizität
Erdgeschoss
Esszimmer
Fenster
Flur
Fußboden
Garage
Gardine
Garten
Gas
Gasthaus
Glas
Haus
heizen
Heizung
Herd
Keller

Steckdose
Stock
Tapete
tapeziert
Teppich
Teppichboden
Terrasse
Toilette
Treppe
Tür
umziehen
Umzug
Vorhang
Wand
Wasser
Wirtshaus
Wohnblock
wohnen
Wohnung
Wohnzimmer
Zweifamilienhaus

Self, family and friends

Adresse
alt, älter, ältest
Alter
anziehen (sich)
Arm
artig
attraktiv
aufstehen
aufwachen
Auge
Augenbraue
ausgehen
ausmachen
aussehen
ausziehen (sich)
Bart
Baumwolle
blau
blond
Bluse
braun
brav
Brieffreund/in
Brille
Bruder

klein
klug
Knie
Kusine
Leder
ledig
Lippe
Lippenstift
lockig
Mädchen
Mann
Mantel
Maus
Meerschweinchen
Mode
müde
Mund
Mutter
Mutti
Nachbar/in
Name
Neffe
Nichte
Ohr
Ohrring

Brust
dick
dumm
dunkel
dünn
Durst haben
durstig
ehrlich
Einzelkind
Eltern
Enkel
Familie
Familiename
Farbe
faul
Finger
fleißig
Frau
Freund/in
freundlich
früh
gelb
geschieden
Geschwister
Gesicht
gestresst
getrennt
glatt
Glatze
glücklich
grau
groß
Großeltern
Großmutter
Großvater
grün
Gürtel
Haar/e
Hahn
Hamster
Hand
Handschuh
hässlich
Hausfrau
Haustier
heiraten
hell
Hemd
höflich
Hose

Oma
Onkel
Opa
ordentlich
Papagei
Piercing
Pulli
rasieren (sich)
Ratte
Regenmantel
Regenschirm
riechen
Rock
rot
Sakko
sauber
sauer
Schildkröte
Schlange
schlank
Schminke
schminken (sich)
schmutzig
Schnurrbart
schüchtern
Schuh
schwarz
Schwester
Socke
spät
sportlich
Stimme
Stirn
stolz
stressig
süß
sympatisch
Tante
Taschengeld
teilen
tot
traurig
umziehen (sich)
unartig
Vater
Vati
verheiratet
verlobt
verliebt sein
verschlafen

Hund
Hunger haben
hungrig
Hut
intelligent
Jacke
jung
Junge
Kamm
Kaninchen
Katze
Kind
Klamotten
Kleid
Kleidung

Verwandte
Verwandtschaft
Vetter
Vogel
Vorname
waschen (sich)
wecken
weiß
Wellensittich
Wohnort
Zahn
Zahnbürste
Zähne putzen (sich)
zu Bett gehen
zu Hause sein
Zwilling

Helping around the house

Abfall
abräumen
abspülen
abtrocknen
abwaschen
anmachen
arbeiten
aufräumen
ausmachen
bedienen
begießen
Bettdecke
Blume
Boden
bügeln
das Bett frisch beziehen
das Bett machen
decken
den Haushalt führen
eingießen
einkaufen gehen
Einkaufsliste
füllen
Garten
Geschirrspülautomat
Geschirrspülmaschine
hängen
helfen
Herd

Hocker
kehren
kochen
Kühlschrank
laden
leeren
mähen
Mikrowellenherd
Müll
Pflanze
pflanzen
pflücken
putzen
Rasen
Regal
reichen
reparieren
sauber halten
sauber machen
schneiden
Schrank
sehen
Sessel
Tiefkühltruhe
Tisch
Tischdecke
Waschbecken
Waschmaschine

Food and drinks

Abendessen	Limonade
Apfel	Liter
Apfelsine	Löffel
Aprikose	Löffelchen
Aufschnitt	Mahlzeit
Banane	Marmelade
bedienen	Mehl
bestellen	Messer
Bier	Milch
Birne	Mineralwasser
Blumenkohl	Mittagessen
Blutwurst	Muss
Bohnen	Nachspeise
Bonbon	Nudeln
braten	Obst
Bratkartoffeln	Öl
Bratwurst	Omelett
Brot	Orange
Brötchen	Orangensaft
Butter	Packung
Chips	Pfeffer
Cola	Pfirsich
Dose	Pflaume
Durst	Pommes (Frites)
durstig	Praline
Ei	Reis
Eintopf	Rezept
Eis	riechen
empfehlen	Rindfleisch
Erbsen	Rosenkohl
Erdbeere	Rotkohl
essen	Rotwein
Essen	Rührei
Essig	Saft
Fisch	Sahne
Flasche	Salat
Fleisch	Salz
Forelle	satt
fressen	Sauerbraten
frisch	Sauerkraut
Frucht	Scheibe
Frühstück	Schinken
frühstücken	Schlagsahne
Gabel	schmecken
Gebäck	Schnitzel
gekochtes Ei	Schokolade
Gemüse	Schweinebraten
Gericht	

Getränk	Schweinefilet
Glas	Schweinefleisch
Gramm	Senf
Gurke	Soße
Guten Appetit!	Speck
Hähnchen	Speise
Hammelfleisch	Speisekarte
Hauptgericht	Spiegelei
Himbeere	Sprudel
Honig	Strohalm
Hunger	Suppe
hungrig	Süßigkeiten
Kaffee	Tafel
Kaffeepause	Tasse
Kakao	Tee
Kalbfleisch	Teller
Kännchen	Tomate
Kanne	Topf
Kartoffel	Torte
Karotte	Traube
Käse	trinken
Keks	Vorspeise
Kirsche	Wasser
Knoblauch	Wein
Kohl	Weißwein
Kotelett	Wurst
Kuchen	Würstchen
Lachs	Zitrone
Lebensmittel	Zucker
Leberwurst	Zutaten
lecker	Zwiebel

Topic area D – The modern world

Environmental issues

Abfall	Sauerregen
Abgas	sortieren
ändern	Tierart
Auspuff	töten
aussterben	Treibhauseffekt
benutzen	trennen
Energie	Überschwemmung
Erwärmung	Umwelt
global	umweltfeindlich
Klima	umweltfreundlich

Luft
Müll
Ozonloch
Recycling
Regenwald
retten

Verkehr
Verschmutzung
wechseln
Welt
zerstören

The media

Abenteuerfilm
anfangen
anschauen
berühmt
besichtigen
brutal
Brutalität
Disco
Dokumentation (Doku)
Eingang
Eintritt
Eintrittspreis
enden
erwachsen
Erwachsene
fernsehen
Fernseher
Fernsehsendung
Flöte
fotografieren
gefallen
gewalttätig
Gruselfilm
Kamera
Kino
klassisch
Klavier
komisch
Krimi
Lied
lustig
Mannschaft
Medien
Moderator/in
Musik
Nachrichten
Platz

Politik
Politiker/in
Popmusik
Presse
prima
Programm
Reservierung
sammeln
Sänger/in
Satellitenfernsehen
Schlagzeug
schwärmen für (sich)
Seifenoper
Sender
Sendung
Serie
singen
Sitz
Spaß
spielen
Stereoanlage
synchronisiert
Tagesschau
Talkshow
Theater
Theaterstück
traurig
Trickfilm
Trompete
Unterhaltung
Videorekorder
Vorstellung
Walkman
Werbespot
Zeitschrift
Zeitung

Information and communication technology

Adressbuch	Konto
Anruf	mailen
Anrufbeantworter	Maus
anrufen	Mobiltelefon
Apparat	Netz
ausdrucken	plaudern
bearbeiten	Rechnung
Bildschirm	Seite
chatten	simsen
Computer	speichern
Diskette	Steckdose
Drucker	surfen
Druckfehler	Tastatur
Email	Taste
faxen	tippen
Fehler	Tippfehler
Handy	Webpage
Homepage	Webseite
Informatik	Website
Internet	Zeit

Topic area E – Social activities, fitness and health

Special occasions

Besuch	herzlich
besuchen	Hochzeit
duzen	Neujahrstag
Ehe	Ostern
einladen	Pfingsten
Einladung	Ring
Feiertag	siezen
Frohe Weihnachten	Silvester
Geburtstag	Verlobung
Geschenk	Weihnachten
Glückwunsch	

Hobbies, interests, sport and exercise

amüsieren (sich)	Quittung
angeln	Mitglied
Angelrute	musizieren
Armbanduhr	Nachtklub

ausverkauft
Athletik
Ausflug
ausgeben
ausgehen
ausruhen (sich)
Ausstellung
Ausverkauf
Auswahl
Ball
baden
begeistert
billig
Blockflöte
Blockflöte
Ecke
Einkäufe machen
Einkaufszentrum
Brieffreund/in
Briefmarke
Chor
Feierabend machen
fernsehen
Feuerwerk
Fitnesszentrum
Flöte
Freizeit
Geld
Geschenk
Größe
Fußball
Imbisshalle
Galerie
kaufen
Kaufhaus
Kleingeld
Kreditkarte
gehören
Geige
holen
Instrument
Jugendklub
Klavier
Lektüre
lesen
Portemonnaie

Parfum
Partnerstadt
Puppe
Rad fahren
Schaufenster
reiten
relaxen
Rollschuh laufen
Schreibwarengeschäft
Roman
Selbstbedienung
Schach
schenken
Schlagzeug
Sonderangebot
sparen
Schlittschuh laufen
Schmuck
schwimmen
skateboarden
Ski laufen
spazieren gehen
spielen
Supermarkt
Spielzeug
Tasche
Taschengeld
Sport treiben
Sportverein
Trinkgeld
Sportzentrum
tanzen
verkaufen
tauchen
Tennis
treffen
Trommel
Wechselstube
Trompete
Uhr
Vegetarier/in
vorstellen (sich)
Wandern
Wegweiser
Willkommen

Shopping and money matters

Abteilung	Lebensmittelgeschäft
Apotheke	Markt
ausgeben	Münze
ausverkauft	Parfum
Ausverkauf	Portemonnaie
Auswahl	Preis
Bank	Quittung
bestellen	Reisebüro
billig	Reisescheck
Buchhandlung	Schaufenster
Drogerie	Schaufensterbummel
Einkäufe machen	Schein
einkaufen	Schreibwarengeschäft
Einkaufszentrum	Schuhgeschäft
Farbe	Selbstbedienung
Geld	Sonderangebot
Geschenk	Souvenirladen
Größe	sparen
holen	Supermarkt
Imbisshalle	Tasche
Kasse	Taschengeld
kaufen	teuer
Kaufhaus	Trinkgeld
Kleingeld	Tüte
Konditorei	verkaufen
kosten	Warenhaus
Kreditkarte	wechseln
Laden	Wechselstube

Accidents, injuries, common ailments and health issues

abnehmen	Leben
Alkohol	liegen
Apotheke	Magen
Arm	Magenschmerzen
Arzt / Ärztin	Medikament
atmen	Medizin
Auge	messen
ausruhen (sich)	müde
Bauch	Mund
Bauchschmerzen	Nase
Behandlung	nehmen
Bein	Notfall
besser gehen	nötig
blass	notwendig
Blut	Ohr
brechen	

Brille
Daumen
dick
Droge
drogenabhängig
Drogerie
dünn
Durchfall
erbrechen
erholen (sich)
erkälten (sich)
erkältet sein
Erkältung
ernst
Erste Hilfe leisten
fallen
Fieber
Finger
Fuß
gebrochen
Gesicht
gestorben
gesund
Gesundheit
Grippe
Hals
Halsschmerzen
Hilfe
husten
Klinik
Knie
Kopf
Kopfschmerzen
Körper
krank
krank fühlen (sich)
Krankenhaus
Krankenpfleger
Krankenschwester
Krankenwagen
Krankheit

Ohrenschmerzen
operieren
Pflaster
Pille
rauchen
retten
Rezept
Rücken
Rückenschmerzen
schlafen
schlimm
Schmerzen
Schnupfen
schreien
Schulter
schützen
schwindlig
Sonnenbrand
sportlich
Sprechstunde
Stich
Stress
Tablette
Temperatur
Termin
übel
übergeben (sich)
Unfall
untersuchen
Untersuchung
Vegetarier/in
verletzen
verschreiben
verstopft
weh tun (sich)
Zahn
Zahnarzt/-ärztin
Zahnschmerzen
Zehe
Zigarette
zunehmen
Zunge

Non-topic-specific

Acronyms

ADAC
ARD
BRD
DB
ICE

MWSt
ZDF
PKW
LKW

Social conventions

Alles Gute
Auf Wiedersehen
Bis bald
Bis morgen
Bitte
Danke schön

Entschuldigung
Gute Nacht
Guten Morgen
Guten Tag
Hilfe
Tschüs

Prepositions

an
auf
aus
außer
bei
bis
durch
entlang
für
gegen
gegenüber
hinter
in
mit

nach
neben
ohne
seit
statt
über
um
unter
von
vor
während
wegen
zu
zwischen

Coordinating conjunctions

aber
denn

oder
und

Subordinating conjunctions

als
bevor
bis
da
damit

obwohl
sobald
so dass
während
weil

dass
nachdem

wenn
wo

Adjectives

aktuell
allein
allgemein
alt
ander
angenehm
ärgerlich
bequem
beschäftigt
bestimmt
böse
breit
dankbar
dicht
dick
dritt
dumm
dünn
echt
eigen
einzig
eng
ermüdend
ernst
erschöpft
erst
erstaunt
falsch
früh
gebrochen
geduldig
gefährlich
genau
geschlossen
gesund
gleich
glücklich
gut
gut gelaunt
hart
hässlich
hoch
jung
kaputt
klar

letzt
müde
nächst-
nah
neu
niedrig
nötig
notwendig
nützlich
offen
perfekt
reif
richtig
ruhig
rund
satt
sauber
schlecht
schlecht gelaunt
schmal
schmutzig
schön
schrecklich
schwach
schwer
schwierig
spannend
spät
stark
steil
stolz
streng
super
toll
traurig
typisch
überrascht
umweltfeindlich
umweltfreundlich
unbequem
unglaublich
unglücklich
unreif
unternehmungslustig
unvorstellbar

klasse
komfortabel
komisch
kompliziert
kostenlos
krank
kurz
lang
launisch
laut
leer
leicht
leise

unwichtig
voll
wahr
weich
weit
wertvoll
wunderbar
wichtig
zahlreich
zornig
zufrieden
zusammen
zweit

Verbs

abfahren
ändern
anfangen
anfassen
ankommen
anmachen
annehmen
antworten
anzünden
ärgern
aufhören
beantworten
begleiten
beschließen
bestellen
besuchen
betreten
bezahlen
bitten um
brauchen
bringen
bügeln
bürsten
denken
drucken
drücken
dürfen
eilen
einladen
einschlafen
eintreten
enden

klopfen
kommen
können
lachen
lächeln
langweilen (sich)
laufen
leben
legen
Leid tun
lernen
lesen
lieben
lügen
meinen
mögen
müssen
nachsitzen
nehmen
öffnen
planen
raten
reden
sagen
scheinen
schlafen
schlagen
schließen
schreiben
schweigen
sehen
sein

entscheiden
erinnern an
erklären
erlauben
erreichen
erwarten
erzählen
essen
fahren
fallen
fallen lassen
fernsehen
finden
fliegen
folgen
fragen
fressen
freuen auf (sich)
fühlen
führen
geben
gefallen
gehen
gehören
gelingen
glauben
haben
halten
hassen
helfen
hoffen
holen
hören
kämmen (sich)
interessieren für (sich)
kehren
kennen
kennen lernen
klettern

setzen (sich)
sitzen
sitzen bleiben
sollen
spazieren
sprechen
springen
stecken
steigen
stellen
streiten
suchen
tragen
trinken
verdienen
vergeben
vergessen
verlassen
verlieren
versprechen
verstehen
versuchen
vorhaben
wählen
warten
waschen
weinen
weiterfahren
wiederholen
wissen
wohnen
wollen
wünschen
zahlen
zählen
zeigen
ziehen
zurückkommen

Colours

blau
braun
dunkel
gelb
grau
grün

hell
lila
rosa
rot
schwarz
weiß

Adverbs

aber
allein
auch
besonders
dort
draußen
drinnen
drüben
fast
ganz
gern
her-
hier
hin-
hinten
immer
irgendwo
lange
lieber
manchmal

mitten
neulich
nie
oben
oft
regelmäßig
rückwärts
schon
sehr
selten
sofort
unten
unterwegs
vielleicht
vorwärts
wahrscheinlich
ziemlich
zusammen

Quantities

Dose
Drittel
Dutzend
ein bisschen
ein paar
ein Paar
einige
Flasche
genug
Gramm
Hälfte
Kännchen
kein
Kilo

Liter
mehrere
Päckchen
Packung
Paket
Pfund
Schachtel
Scheibe
Stück
Tasse
Tüte
viel
wenig

Connecting words

aber
also
auch
dann

nachher
oder
und
zuerst

Time expressions

Abend	morgen früh
bald	nachher
damals	Nachmittag
gestern	Nacht
gleich	pünktlich
halb	Stunde
heute	Tag
heute Abend	täglich
heute Morgen	übermorgen
heutzutage	um ... Uhr
immer noch	Viertel nach
Jahr	Viertel vor
Jahreszeit	vorgestern
jeden Tag	Vormittag
meistens	Woche
Mittag	wöchentlich
Mitternacht	Zeit
Morgen	zuerst
morgen	zurzeit

Expressions

auf diese Weise	nach Hause
das kommt darauf an	natürlich
eigentlich nicht	noch einmal
es eilig haben	persönliche Angaben
es geht mir gut	schade
es gibt	viel Glück
es ist mir egal	was für ...?
gewöhnlich	Wie geht's?
im voraus	Wie schreibt man das?
meiner Meinung nach	zu Hause
mit großem Vergnügen	

Other words

alle	jemand
ander-	jen-
Anfang	Mitte
Art	nein
dies-	niemand
Ding	Nummer
Ende	Sache
etwas	Schluss
Frau	solch-
Gegenstand	Zahl
Herr	zum Beispiel
ja	

Countries

Afrika
Asien
Belgien
Dänemark
Deutschland
die Schweiz
die Türkei
die Vereinigten Staaten
England
Europa
Griechenland

Großbritannien
Indien
Irland
Italien
Niederlande
Norwegen
Österreich
Schottland
Schweden
Spanien
Polen

Nationalities

Afrikaner/in
Amerikaner/in
Belgier/in
Chinese/in
Däne/in
Deutsche/r
Engländer/in
Europäer/in
Franzose
Französin
Griechen/in

Holländer/in
Ire/in
Italiener/in
Japaner/in
Norweger/in
Österreicher/in
Schotte/in
Schwede/in
Schweizer/in
Spanier/in
Türke/in

Other areas

Bayern
Bodensee
die Alpen
Genf
Grenze

Köln
München
Schwarzwald
Wien

Appendix 3 – Minimum core vocabulary for Spanish

The following vocabulary list is intended to assist teachers in the planning of work in relation to their programmes of study. Assessment tasks targeted at grades G – 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, candidates 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. Nor does it include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in the target language.

Home and abroad

a la derecha	castillo (m)
a la izquierda	catedral (f)
abrebotellas (m)	celebrar (m)
abrelatas (m)	centro (m)
aburrido/a	centro comercial (m)
actividades (f)	cerca
adelantar	cercano/a
aduana (f)	cerilla (f)
aeropuerto (m)	chalet (m)
afueras (f)	chaparrón (m)
albergue juvenil (m)	cielo (m)
alquiler (m)	ciudad (f)
andar	ciudad hermanada con...
andén (m)	claro
aparcar	clima (m)
aparcamiento (m)	club (m) de vacaciones
arena (f)	coche (m)
ascensor (m)	coche-cama (m)
aterrizar	colina (f)
autocar (m)	comisaría (f)
autopista (f)	con vista
avería (f)	conducir
avión (m)	conocer
aviso (m)	consigna (f)
ayuntamiento (m)	Correos (m) plural
bajar	correspondencia (f)
balcón (m)	costa (f)
bañarse	cruce (m)
banco (m)	cruzar
baño (m)	cubierto
barco (m)	dar la bienvenida
biblioteca (f)	dar las gracias
bicicleta (f)	describir
billete (m) (de ida/de ida y vuelta)	desde
bolso (m)	deshacer las maletas
bruma (f)	despegar
buen tiempo (m)	día festivo (m)
buen viaje (m)	día libre (m)
bufanda (f)	dirección única (f)
caballo (m)	distracciones (f)
calle (f)	divertido
calor (m)	ducha (f)
camarote (m)	edificio (m)
campo (m)	egoísta
carnet de identidad (m)	embotellamiento (m)
carnicería (f)	en el extranjero
caro/a	encontrar
carretera/(nacional) (f)	encontrarse

época (f)
equipaje (m)
estación (f)
estación (f) de autobuses
estadio (m)
estancia (f)
este (m)
estrella (f)
excursión (f)
felicidades (f)
ferrocarril (m)
ficha (f)
finca (f)
folleto (m)
frío
frontera (f)
fuente (f)
gasolina (f)
gato (m)
gracias
grados (m)
gratis
guardia (m/f)
gustar
habitante (m/f)
hacer camping
hacer dedo
hacer las maletas
hacia
hidrodeslizador (m)
hijo/hija (m/f)
histórico
iglesia (f)
incluido
industrial
información (f)
ir en camino
lavabo (m)
lejos
lento/a
linterna (f)
llamar
llamarse
llegar
llenar con gasolina
lleno/a
llover
lluvia (f)
maleta (f)
malo/a

mañana
mar (m)
marcar un número
mediodía (m)
mercado (m)
metro (m)
montaña (f)
morir
mosquito (m)
moto/motocicleta (f)
motor (m)
museo (m)
nacer
nacimiento (m)
niebla (f)
nieve (f)
no potable
norte (m)
nube (f)
oeste (m)
oficina (f) de objetos perdidos
oficina (f) de turismo
oveja (f)
país (m)
paisaje (m)
palacio (m)
panadería (f)
pañuelo (m)
paquete (m)
parada de autobuses (f)
paraguas (m)
parar
parque (m)
parque (m) zoológico
pasar
pensión completa (f)
perder
perdón
permiso (m) de conducir
persona (f)
pie (m)
peaton (m)
pintoresco/a
piscina (f)
piso (m)
playa (f)
plaza (f)
polideportivo (m)
por favor
postal (f)

potable
prohibido/a
pronóstico (m) del tiempo.
próximo/a
pueblo (m)
puente (m)
puerta (f)
puerto (m)
quedarse
querer
quince días (m)
quiosco (m)
rápido/a
recepción (f)
recibir
recto/a
región (f)
rellenar
reservar
retraso (m)
revisor/a (m/f)
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)

Education and employment

adorar	contestador (m)
a pie	contestar
aburrido/a	corbata (f)
alemán (m)	correo (m)
alumno/a (m/f)	cortalápices (m)
anuncio (m)	cuaderno (m)
aprender	cursor (m)
aprendiz/a (m/f)	¿de parte de quién?
aprendizaje (m)	deberes (m)
archivador (m)	deletrear
archivar	desempleo (m)
asignatura (f)	día (m)
aula (f)	dibujar
autobús (m)	dibujo (m)
avisar	difícil
ayudar	director/a (m/f)
bachillerato superior (m)	diseño (m)
bicicleta (f)	disquete (m)
biología (f)	durar
bolígrafo (m)	edificio (m)
bueno/a	educación (f)
buscar	educación física (f)
buzón (m)	ejemplo (m)
cajero/a	empezar
calcetines (m)	empleado/a (m/f)
calculadora (f)	empleo (m)
calificado/a	empresario/a (m/f)
camarero/a (m/f)	enseñanza (f)
cambiar	enviar
camisa (f)	error (m)
campo (m) de deporte	escribir a máquina
cancha (f) de tenis	escuela (f)
cantina	español (m)
carrera (f)	estuche (m)
carta (f)	estudiante (m/f)
cartera (f)	estudiar
cartero (m)	explicar
charlar	fábrica (f)
cita (f)	fácil
clase (f)	falda (f)
coche (m)	favorito/a
código (m)	ficha (f)
colegio (m)	fontanero/a (m/f)
comentar	formación (f)
comida (f)	futuro (m)
con experiencia	ganar
constructor/a (m/f)	gimnasio (m)
contable (m/f)	goma (f) (de borrar)

guardar
guardería (f)
gustar
hablar
hombre (m)/ mujer (f) de negocios
hora (f) de comer
horario (m)
imprimir
informática (f)
informático/a (m/f)
ingeniero
instituto
instructor/a (m/f)
interesante
italiano/a
jefe/jefa (m/f)
laboratorio (m)
lengua (f)
libra esterlina (f)
libro (m)
licenciatura (f)
llamada (f) (telefónica)
llamar
tocar
magnetofón (m) /
magnetófono (m)
mal pagado/a
mecánico
médico/a
mensaje (m) electrónico
metro (m)
mochila (f)
no cuelgue, por favor
nota (f)
ocupado/a
odiar
oficina (f)
olvidar
ordenador (m)
pagar
página (f) web
palabra (f)
pantalla (f)
pantalones (m)
papel (m)
peluquero/a (m/f)
perder
permitir
pizarra (f)
policía (m/f)

preferir
presentarse para un empleo
procesador (m) de textos
profesor/a (m/f)
progreso (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)
viejo/a
vuelta (f) al colegio
zapatos (m)

House, home and daily routine

abrebotellas (m)	caracol (m)
abrelatas (m)	carácter (m)
abuela (f)	carne (f)
abuelo (m)	carne (f) de vaca
aceite (m)	casa (f)
aceituna (f)	casado/a
acostarse	casarse
afeitarse	castaño
agua (f) mineral	cebolla (f)
alfombra (f)	cena (f)
almohada (f)	cepillar
alto/a	cereales (m)
ama (f) de casa	cereza (f)
amable	cerveza (f)
amigo/a (m/f)	césped (m)
amistad (f)	champiñón (m)
amor (m)	chico/a (m/f)
añadir	chocolate caliente (m)
apartamento(m)	chuleta (f)
apellido (m)	cobaya (f) / conejillo (m) de Indias
aperitivo (m)	cocina (f)
árbol (m)	cocinar
armario (m)	col (f)
arreglar	coles de Bruselas (f)
arroz (m)	coliflor (f)
asado/a	comedor (m)
aseo (m)	comida (f)
aspiradora (f)	cómodo
atún (m)	compartir
ayudar	conejo (m)
azúcar (m)	confortable
balcón (m)	congelador (m)
barba (f)	contento/a
bebé (m)	cordero (m)
beber	cortar
bebida (f)	cortés/a
boca (f)	cortina (f)
bodega (f)	cuarto (m) de baño
bonito/a	cubo (m) de basura
botella (f)	cuchara (f)
brazo (m)	cucharilla (f)
cacerola (f)	cuchillo (m)
café(m) (con leche)	cuello (m)
cafetera (f)	de retraso
caja (f)	dedo (m)
cama (f)	delgado/a
cansado/a	delicioso/a
cara (f)	deportivo/a

desayuno (m)
desierto/a
desnudarse
despertador (m)
despertarse
diente (m)
dirección (f)
dormitorio (m)
ducha (f)
dulce
enamorado/a de
ensalada (f) verde
entremeses (m)
escalera (f)
estéreo (m)
familia (f)
feo/a
filete (m)
flor (f)
frambuesa (f)
fregadero (m)
fregar
fresa (f)
fresco/a
gafas (f)
gas (m)
gato (m)
gemelo/a (m/f)
grifo (m)
guardarropa (m)
guisantes (m)
habitación (f)
hacer la cama
hacer los quehaceres
harina (f)
helado (m)
hermano/a (m/f)
hermanastro/a (m/f)
hijo/a (m/f)
hombre (m)
honrado/a
huerto (m)
huevo (m)
ir de compras
jamón (m)
jardín (m)
jarro (m)
joven
judías verdes (f)
lámpara (f)

lata (f)
lavadora (f)
lavar los platos
lavarse
lavavajillas (m)
leche (f)
legumbre (f)
levantarse
limón (m)
limonada (f)
limpiar
llave (f)
loro (m)
luz (f)
madre (f)
maleducado/a
mamá (m)
mañana (f)
mano (f)
manta (f)
mantel (m)
mantequilla (f)
manzana (f)
máquina (f) de afeitarse
mariscos (m)
mayor
mejillones (m)
melocotón (m)
menor
merienda (f)
mermelada (f)
mezclar
microondas (m)
moqueta (f)
mostaza (f)
muebles (m)
muela (f)
muerto/a
mujer (f)
naranjada (f)
nata (f)
nevera (f)
niño/a (m/f)
nombre (m)
nombre de pila (m)
oficina (f)
oído (m)
padre (m)
pan (m)
pan (m) tostado

papá (m)
pared (f)
pastel (m)
patata (f)
patatas (f) fritas
paté (m)
pato (m)
pavo (m)
pecho (m)
pedir
pelo (m)
pepino (m)
pequeño/a
pera (f)
perder
perezoso/a
periquito (m)
perro (m)
pescado (m)
pez (f) (de colores)
pie (m)
piña (f)
piso (m)
pistola (f)
planchar
planta (f)
planta (f) baja
plátano (m)
plato (m)
pollo (m)
pomelo (m)
poner la mesa
postre (m)
puerta
¡que aproveche!
quedarse
quedarse en la cama
queso (m)
ratón (m)
regresar a casa
rico/a
rizado/a
rodilla (f)
rubio/a
sabor (m)
sacacorchos (m)
sal (f)
salchicha (f)
salchichón (m)
salmón (m)

salón (m)
sartén (f)
servir
sidra (f)
silla (f)
sillón (m)
simpático/a
sobrino/a (m/f)
sofá (m)
sólo/a
soltero/a
sopa (f)
suelo (m)
tarde
tarta (f)
taza (f)
tazón (m)
té (m)
techo (m)
tejado (m)
tenedor (m)
tener calor
tener frío
tener hambre
ternera (f)
terrazza (f)
tío/tia (m/f)
tímido/a
tomate (m)
tonto/a
tortilla (f)
tortuga (f)
trabajar
trabajar en el jardín
travieso/a
triste
trucha (f)
único/a
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)
actualidades (f)
abrigo (m)
actor/actriz (m/f)
actuación (f)
adulto/a (m/f)
aficionado/a
algodón (m)
asiento (m)
bañador (m)
billete (m)
bolso (m)
bufanda (f)
calcetines (m)
camisa (f)
canal (m)
canción (f)
cantante (m/f)
cantar
chaleco (m)
chándal (m)
chaqueta (f)
cinturón (m)
comedia (f)
concurso (m)
contaminación (f)
costar
cuanto/a
cuero (m)
culebrón (m)
de lana (f)
desempleo (m)
dibujos animados (m)
divertido/a
documental (m)
droga (f)
empezar
entrada (f)
equipo (m)
espectáculo (m)
estrella (f)
estudiante (m/f)
falda (f)
famoso/a
guantes (m)
impermeable (m)
inundación (f)
jersey (m)
maquillaje (m)

zumos (m)

The modern world

medio ambiente (m)
moda (f)
modelo (m/f)
móvil (m)
niño/a (m/f)
noticias (f)
obra (f)
pantalones (m)
pañuelo (m)
película (f) de amor
película (f) de aventuras
película (f) de miedo
pendientes (m)
periódico (m)
piel(f)
pintalabios (m)
pobre
policíaco/a
político/a
precio (m)
programa (m)
rebaja (f)
reservar
ropa (f)
serie (f)
sociedad (f)
sombbrero (m)
subtitulado/a
suéter (m)
surfear por la Internet
taladrar el cuerpo
tarifa (f)
teletexto (m)
televisión (f) (por satélite)
terminar
tráfico (m)
triste
vestido (m)
violencia (f)
zapatillas (f) deportivas
zapatos (m)

Social activities fitness and health

alcohol (m)	dar un paseo
ahorrar	charcutería (f)
ajedrez (m)	dentista (m/f)
andar	deportista (m/f)
anillo (m)	descansar
año nuevo (m)	día de fiesta
apertura (f)	día libre (m)
ascensor (m)	dibujos animados (m)
atletismo (m)	dinero (m)
autoservicio (m)	disco compacto (m)
bailar	divertirse
balón (m)	doctor/a (m/f)
bañarse	dormir
banco (m)	droga (f)
barato/a	ejercicio (m)
batería (f)	encantado/a
besar	encontrar
bien hecho/a	enfermo/a
bienvenido/a	enfermedad
billeteo (m)	enfermero/a (m/f)
boda (f)	enhorabuena
botella (f)	equipo (m)
bricolaje (m)	escaparate (m)
cabeza (f)	escuchar
caer enfermo	especialidad (f)
caja (f)	estanco (m)
camarero/a (m/f)	estar a punto de cerrar
cambio (m)	estómago (m)
caña (f) de pesca	estrés (m)
caro/a	excursión (f)
catarro (m)	felicidades
centro (m) comercial	felicitaciones
cheque (m) de viaje	Feliz Año Nuevo
cita (f)	Feliz Navidad
club (m) de noche	fiebre (f)
club (m) juvenil	fiesta (f)
comprar	flauta (f)
compras (f)	fuegos artificiales (m)
comprimido (m)	fumar
compromiso (m)	garganta (f)
confitería (f)	gastar
constipado/a	grasa (f)
corresponsal (m/f)	gripe (f)
costar	hacer deporte
cuanto/a	hacer equitación
cuenta (f)	hacer esquí acuático
cumpleaños (m)	hacer monopatín
dar besos	hacer natación

hacer vela
hacer windsurf
hacerse daño
hipermercado (m)
invitación (f)
ir de paseo
ir de pesca
jarabe (m)
joya (f)
joyería (f)
juego (m) de mesa
juego (m) electrónico
juguete (m)
lectura (f)
leer
limpiarse los dientes
marearse
medicina (f)
médico/a (m/f)
mejorarse
mercado (m)
monedero (m)
montar a caballo
montar en bicicleta
nadar
nariz (f)
Navidad (f)
novela (f)
número (m)
oficina (f) de cambio
ojo (m)
pañuelo (m)
papelería (f)
pasatiempo
Pascua/Semana Santa
pasear
pastelería (f)
patines (m) de ruedas
pedir
pelo (m)
perfume (m)
pescadería (f)
picadura (f)
picar
pierna (f)
pila (f)
pista (f) de hielo
plato (m) del día
polideportivo (m)
precio (m)

presentar
propina (f)
rebajas (f)
receta (f)
regalar
regalo (m)
relajarse
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)
terrazza (f)
tiempo libre (m)
tienda (f)
tienda de ultramarinos (f)
tirarse (al agua)
tomar
tomar el sol
toser
traer
turrón (m)
tutear
vegetariano/a
vender
ver
viaje (m)
violín (m)
visitar
vomitar

Non-topic specific vocabulary

Acronyms

AVE: Alta Velocidad
Española
IVA: Impuesto sobre el Valor
Añadido (VAT)
ONU: Organización de las
Naciones Unidas (UNO)
RENFE: Red Nacional de
Ferrocarriles Españoles
(Spanish Railways)
Sr: Señor
Sra/s: Señora/s
Sres: Señores
Srta: Señorita
TVE: Televisión Española
UE: Unión Europea

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

Verbs

acompañar
abrir
aburrirse
acordarse de
apresurarse
beber
caer
callarse
cambiar
cerrar
coger
conducir
conocer
contar
contentar
creer
cuidar
dar
decidir
decir
dejar
desear
discutir
dormir
elegir
empujar
encender
encontrar
enfadarse
entender
entrar
escapar
escribir
esperar
estar
hablar
intentar
interesarse
invitar
ir de paseo
irse
llamar
llorar
manejar
merecer
mostrar
ocuparse de

oír
parecer
partir
pedir prestado
pensar
perdonar
poder
poner
preguntar
prestar
probar
querer
regresar
reír
saber
salir
saltar
seguir
sentarse
sentir
ser
sonreír
subir
tener
tener éxito
tener que
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
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?
porque
primero
pues
también
y

Time expressions

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

Areas/mountains

Andalucía
Cataluña
las Islas Baleares
las Islas Canarias
el País Vasco
los Pirineos

Expressions

el mío
allí está
aquí tiene
¿cómo se escribe?
con mucho gusto
depende
en mi opinión
estar a punto de
estoy harto
no me importa
normalmente
por supuesto
¡qué pena!
¡Suerte!
tanto mejor
una vez más
vale
voy bien

Other words

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

Countries

Africa
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

africano/a
alemán/alemana
austríaco/a
belga
danés/a
escocés/escocesa
español/a
estadounidense
europeo/a
francés/francesa
galés/galesa
griego/a
holandés/holandesa
inglés/inglesa
irlandés/irlandesa
italiano/a
portugués/portuguesa
sueco/a
suizo/a

Appendix 4 – Use of information and communication technology in MFL

Introduction

Information and Communication Technology (ICT) can be a very useful tool to improve achievement in modern foreign languages. Indeed, the use of ICT should be seen as an integral part of teaching and learning and teachers should encourage candidates to become increasingly independent users of ICT both within the institution of study and at home. The availability of software packages is a fast expanding realm and an area which teachers should be encouraging pupils to make use of for home study and revision.

ICT is a very useful tool for MFL teachers to foster increased independence. It helps candidates 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 pupils 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 many native speakers to the candidates.

Making the most of ICT in the IGCSE MFL course

A range of ICT applications may be useful in preparing candidates for their IGCSE in a modern foreign language. 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 provides an excellent tool for practising & consolidating all aspects of grammar.

- **Text manipulation software** improves pupils' 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 both fluency and accuracy.
- **Integrated Learning Systems** also provide tools for independent practice on vocabulary and structures and give individual feedback to candidates. Teachers can develop work-programmes suited to an individual learner's needs.
- **Text-manipulation software** or **CD Rom** packages enable candidates to work at their own pace and can be customised by teachers to fit individual student needs.

Developing listening skills through ICT

- Access to authentic materials and a variety of topics via **satellite TV** or **video clips** on the **World Wide Web** helps the development of more sophisticated listening skills, in particular the ability to listen for gist 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 candidates to listen to a wide variety of texts and play them back at their own speed – they can take notes on an integrated note pad.
- Software packages such as **multi-media CD ROMs** enable candidates to practise the key aspects of language both at home or at school. A number are available for pupils to practise numbers, time and dates, an area where even the best candidates 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. **On-line dictionaries** are particularly useful for pupils who are accessing authentic texts via the **World Wide Web**.
- Using foreign **search engines** such as Yahoo Deutschland will enable pupils 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 candidates to extract specific detail and identify and note main points.
- **Favourite websites** can be put on the school **Intranet** to avoid time searching through too much material and can be related to the different topic areas – such materials provide a greater variety and pupils can be encouraged to choose a text and read for gist.
- Authentic texts from the **World Wide Web Pages** on the **Internet** can be used for developing skimming and scanning techniques and take borderline candidates 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.
- **Print outs of webpages** 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 candidates to research and retrieve information about a target language country.

Developing writing skills through ICT

- **Word-processors** can be used to assist pupils in redrafting their writing and improving its accuracy, quality and presentation.
- **Grammar checkers** are a useful tool to highlight mistakes and for pupils to read reasons for mistakes. However, candidates should not become reliant on them; they are not infallible.
- **Spell-checkers** will assist with improving accuracy – the mistake is highlighted – which means candidates first of all look at the error and then the correct version is given.
- **On-line dictionaries** will enable candidates to extend their writing skills and improve accuracy and extend their range of language and expressions.
- **DTP (Desktop publishing) packages**, e.g. Microsoft Publisher together with authentic clip art and access to illustrations via the Internet will enable candidates to present information in a particular way with regard to an audience by brochure about their school combining graphics with text.
- **Email** can be used to share ideas and work with native speakers – joint projects can be organised between schools with pupils collaborating on topics – this provides a real context for communication and an audience for writing. It can also be utilised to request information about a specific area in the target language – this usually results in brochures being delivered to the school.
- **School websites** provide an excellent location for pupils' work to be published.
- **Text manipulation software** can be used as a guided writing tool prior to candidates producing a specific piece of written work themselves.
- The **World Wide Web** provides an invaluable resource for authentic stimulus material for course work, providing up-to-date access to material in all topic areas.

Developing speaking skills through ICT

- Generic **multi-media presentation packages** such as Power Point 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 candidates to improve their own learning performance in preparation for IGCSE Speaking. Peer assessment of work allows candidates 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 **MFL software** now available on the market and **on-line learning services** such as the BBC Bitesize enable pupils to practise aspects of language intensively with greater concentration both at home and at school.

Resource list/useful websites

There is a wealth of useful resources and excellent websites available for use in MFL teaching and learning. A number of organisations and individuals have compiled their own extensive lists of sites. CILT have published a number of excellent publications as part of their InfoTech series, which assist with the teaching, and learning of languages with ICT. These include publications on email, text manipulation, the Internet and video in language learning. Most recently a publication in the Reflections Series contains a number of small Action Research projects investigating the impact of ICT on teaching and learning in MFL.

www.ngfl.gov.uk/

www.becta.org.uk/teachers/index/

www.bbc.co.uk/education/languages

www.languagelearn.co.uk

www.cilt.org.uk

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

French

www.asterix.tm.fr

www.giverny.org/

German

www.goethe.de/z/jetzt

Spanish

<http://done.uki.es>

www.DocuWeb.ca/SiSpain

Search engines

A search engine is a tool used to search the web for a topic or text. Some useful ones include:

French

www.google.fr

www.yahoo.fr

www.wanadoo.fr/bin/frame.cgi

German

www.google.de

www.yahoo.de

www.dino-online.de

Spanish

www.google.es

www.yahoo.es

www.terra.es

Ten top tips for using ICT in languages

1. Do 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 the candidates' skills: if you will be using new applications or new techniques, ensure that the candidates 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 candidates with higher level ICT skills "shine" – perhaps by teaching you how to use a piece of software!
6. Get your candidates to listen to target language radio online or watch television clips online.
7. Email could be one of the best ways of encouraging your candidates to use their language, but make sure that you prepare email projects carefully with your opposite number in the overseas school.
8. Make the most of multimedia – this gives pupils many opportunities to practise speaking and listening, even with very basic software.
9. Use your school website as an opportunity to provide an international audience for your pupils' language skills.
10. Get your candidates to use a spreadsheet or database to collate the results of a target language questionnaire, and use the graphing facilities to assist with the production of a report.

Appendix 5 - Sample of completed candidate's cover sheet for optional speaking test

To be completed by the centre-appointed interviewer:

Centre Name	<i>International College</i>			Centre N°	<i>9xxxx</i>	Language	<i>French</i>		
Candidate Name	<i>Yanis Georgiou</i>				Candidate N°	<i>6611</i>	Spec. N°	<i>4365</i>	
Date of speaking test	<i>22 / 04 / 20 06</i>	Name of teacher conducting test (Block capitals)	<i>MRS N FAYARD</i>			Tape N°	<i>3</i>	Side (A/B)	<i>B</i>
Section A (Topic of the presentation and discussion based on a picture) <i>Social activities, fitness and health - Hobbies, interests, sports and exercise</i>									
Section B (Topic for Conversation 1): <i>Education and employment - School</i>					Section B (Topic for Conversation 2): <i>The modern world - Environmental issues</i>				

To be completed by the London Examinations Examiner:

Conversation 1									
Communication, content, intonation and pronunciation (max. 5)		Spontaneity and fluency (max. 5)		Knowledge and application of language (max. 5)		Accuracy (max. 5)		TOTAL (max. 20)	
London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner
Conversation 2									
Communication, content, intonation and pronunciation (max. 5)		Spontaneity and fluency (max. 5)		Knowledge and application of language (max. 5)		Accuracy (max. 5)		TOTAL (max. 20)	
London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner
Conversation 3									
Communication, content, intonation and pronunciation (max. 5)		Spontaneity and fluency (max. 5)		Knowledge and application of language (max. 5)		Accuracy (max. 5)		TOTAL (max. 20)	
London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner	London Examinations Examiner	Senior Examiner

London Examinations Examiner	Senior Examiner

GRAND TOTAL (MAX. 60)

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For more information on Edexcel International, please contact our
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