
GCSE SPANISH

(8692)

Specification

For teaching from September 2024 onwards
For GCSE exams in 2026 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8692](https://www.aqa.org.uk/8692)
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Spanish

1.1.1 A specification designed for you and your students

We've worked with a wide range of teachers, assessment experts and languages associations to create this specification. We want to make sure it offers your students the opportunity to develop their Spanish language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.

We have focused on ensuring that our assessments are clear, accessible and discriminate effectively, and that our content is engaging and relevant.

1.1.2 Languages beyond the classroom

We want to provide a specification that you can enjoy teaching while delivering the assessments and results you and your students deserve.

The importance of attracting students of all abilities to languages has been a high priority as we've designed our content, and we believe our approach will help you inspire and engage your students.

We know that the culture of the wider Spanish-speaking world is one of the aspects of language-learning which excites students and brings the subject alive and it was important to us that this was clearly represented. This is why we've designed a specification that can help build your students' cultural knowledge alongside their language skills.

1.1.3 Supporting your teaching

We know assessment and we are here to answer your questions and always provide up-to-date, expert advice. We're here to support you throughout the year, helping you prepare for each exam season.

Our network is the largest of any exam board. From day one, you'll be surrounded by experts and enthusiastic people with the same goal – helping students to get the results they deserve. Be it having questions answered, facilitating conversation or mutual support, our community is second to none.

You can find out about all our Spanish qualifications at [aqa.org.uk/spanish](https://www.aqa.org.uk/spanish)

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit aqa.org.uk/8692 to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- resources to support teaching of grammar, phonics and to prepare your students for assessment
- textbooks and digital resources endorsed by AQA
- training courses to help you deliver AQA Spanish qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8692 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiner reports
- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

Analyse your students' results with Data Insights

We've replaced Enhanced Results Analysis (ERA) with a new platform – Data Insights. It does the same things as ERA – and more.

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching. Find out more at aqa.org.uk/data-insights

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Time in the classroom is precious, but we understand that as your career develops, the skills and knowledge you need may change. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Feedback sessions to understand how students have performed in this year's exams.
- Virtual communities where you can chat to teachers in your subject area about what's important to you.

This is just the start. Our events calendar is full of different ways for you to learn, understand and be inspired. Find out more at aqa.org.uk/professional-development.

Help and support

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If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformedmfl

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

2.2 Assessments

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
<p>What's assessed</p> <ul style="list-style-type: none"> • Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier • Dictation of short, spoken extracts
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier) • 40 marks (Foundation tier), 50 marks (Higher tier) • 25% of GCSE <p>Recording controlled by the invigilator with built-in repetitions and pauses.</p> <p>Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.</p>
<p>Questions</p> <ul style="list-style-type: none"> • Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier) • Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)



Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



Paper 3: Reading
<p>What's assessed</p> <ul style="list-style-type: none">• Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier• Inferring plausible meanings of single words when they are embedded in written sentences• Translating from Spanish into English
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)• 50 marks (for each of Foundation tier and Higher tier)• 25% of GCSE
<p>Questions</p> <ul style="list-style-type: none">• Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)• Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

The texts and tasks set for the assessments will be based on the prescribed vocabulary list in Appendix 2 and the prescribed grammar in Section 3.2.

It is not intended that the themes and topics will be specifically referenced in all assessment tasks. Students will be expected to use the prescribed vocabulary and grammar across a range of contexts and assessment tasks.

3.1.1 Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

3.1.2 Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

3.1.3 Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

3.2 Grammar

GCSE students will be expected to develop and use their knowledge of grammar throughout their course.

The grammar requirements for GCSE are set out in two tiers: Foundation and Higher. Students are required to use their knowledge of grammar from the specified lists, appropriate to the relevant tier of entry. Students entering Higher tier assessments will be required to apply all grammar listed for Foundation tier in addition to the grammar listed for Higher tier.

Students will be expected to use the prescribed grammar across a range of contexts and assessment tasks.

The lists describe grammatical features of the most widely used standard varieties.

The lists are written from the point of view of English-speaking students of the language, and so include some reference to certain cross-linguistically complex relations with English.

Students are required to demonstrate both receptive and productive knowledge of the grammar from the list (although the derivational morphology laid out in the grammar annex can only be included for Paper 3 Reading).

'Grammar' is defined as including the morphology (inflectional and derivational) and syntax (rules of word order, relations between words and obligatory use of specific features). The vocabulary lists contain the lexicon that is needed to apply the grammar.

Some grammatical features can be perceived as 'grammar' or 'lexicon' – these items are listed in the vocabulary list, as stipulated in the DfE Subject Content. The vocabulary list also specifies highly irregular forms within a grammatical subsystem (ie, subparts of paradigms where only some forms are irregular), as laid out in the Grammar requirements. This is because forms, such as irregular stems, are likely to be learnt and retrieved as individual items rather than as part of a broader grammatical system. Listing them in the vocabulary list, therefore, reflects the pedagogical attention required for these highly irregular forms.

Items given in brackets in the grammar list which are prefaced with 'eg' are illustrative, ie serve only to clarify the description of the grammar features, and such items are not included in the vocabulary list. In contrast, items that are not prefaced by 'eg' are comprehensive, providing all the examples of the grammar that are included in the DfE Subject Content, and all such items are contained in the vocabulary list.

Note that the English equivalents of some of the grammar are provided. This is relevant when testing students' ability to work from English to Spanish (eg, in translation tasks).

3.2.1 Foundation tier

3.2.1.1 Noun phrases

Formation of feminine nouns

Irregular feminine nouns and nouns where the different genders have different English equivalents (eg, *hijo*, son and *hija*, daughter) are listed as individual items in the vocabulary list.

- Nouns ending in *-o* change to *-a* (eg, *vecino/vecina*)
- Nouns ending in *-or* add *-a* (eg, *profesor/profesora*)
- No change for nouns ending in *-ante/-ente* and *-ista* (eg, *estudiante, artista*)

Feminised forms of nouns with biological gender relating to jobs are in flux and will be shown appropriate tolerance, reflecting standard and widespread usage (eg, *el jefe, la jefe/jefa*).

Formation of plural nouns

Highly frequent irregulars are listed in the vocabulary list.

- Nouns ending in a vowel add *-s*
- Nouns ending in a consonant add *-es*
- Nouns ending in *-z* change *-z* to *-c* and add *-es*
- Nouns ending in *-(i)ón* add *-es* and drop the written accent

Infinitive used as a noun

ie, equivalent of the -ing (gerund) in English.

Nominalisation of masculine adjectives for languages (eg, *francés* → (*el*) *francés*) and inflected forms of regular and the highly frequent patterns of nationality adjectives listed in this annex, (eg, (*la*) *inglesa*, (*los*) *españoles*).

Articles

Agreement of articles with noun for gender and number (*el*, *la*, *los*, *las* and *un*, *una*, *unos*, *unas*).

Functions of definite and indefinite articles, including where their use or omission differs from English (eg, *La educación es importante*).

Contraction of definite article *el* after prepositions *de* and *a* (ie, *del*, *al*) are listed in the vocabulary list.

Other determiners

Agreement with nouns for gender and number of the following determiners (only the base form will be listed in the vocabulary list, unless otherwise stated. All English equivalents will be listed).

Demonstrative adjectives (*este*, *esta*, *ese*, *esa*), as well as irregular plural forms (*estos*, *esos*) and regular plurals (*estas*, *esas*).

Indefinite adjectives (*cada* (invariant), *mismo*, *otro*, *todo*, *alguno**, *ninguno**, as well as irregular forms *algún* and *ningún*).

*Note, these are listed as determiners, rather than as postnominal adjectives, meaning that these specific forms will not be tested. They are listed only as the base for the other forms with gender and number agreement.

Possessive adjectives (*mi*, *tu*, *su*, *nuestro*, *vuestro*) as equivalent of English me, you, his/her/itstheir/your-formal singular and plural, our, your-informal plural.

Pronouns

Subject pronouns (*yo*, *tú*, *él*, *ella*, *nosotros*, *nosotras*, *vosotros*, *vosotras*, *ellos*, *ellas*, *usted* and *ustedes*) and invariable pronouns (*algo* and *alguien*) are listed in the vocabulary list. Their grammar (agreement, position) is laid out here.

Default omission of subject pronouns and contexts where overt use appropriate (ie, change of subject and emphasis).

Word order of direct object pronouns (*me*, *te*, *lo*, *la*, *los*, *las*) in one- and two-verb constructions (eg, *lo miro*, *lo puedo mirar*, *puedo mirarlo*, *¡Míralo!*), in which only a single pronoun is used.

Word order of indirect object pronouns (*me*, *te*, *le*, *les*) in one- and two-verb constructions (eg, *te doy*, *te quiero dar*, *quiero darte*, *¡Dame!*), in which only a single pronoun is used.

Word order of singular reflexive pronouns (*me*, *te*, *se*) in one- and two-verb constructions (eg, *se lava*, *se debe lavar*, *debe lavarse*, *¡Lávate!*).

Interrogative pronouns (*cuál*, *cuánto*, *quién*) and their inflected forms for gender and number.

Use of the relative pronoun *que* in subject relative clauses.

Neuter demonstrative pronouns (*esto*, *eso*).

Use of the pronouns *alguno* and *ninguno*, including their inflected forms for gender.

3.2.1.2 Verb phrases

Verbs that do not fit into the grammar detailed here can still be listed in the vocabulary list to be learnt in the infinitive form only.

Negation

Word order of verbal negation, with *no*, (*no*) *nada*, (*no*) *nunca*, (*no*) *nadie*, (*no*) *ninguno*.

Interrogatives

Interrogatives expressed through:

- intonation, including when using a *wh*-word (*qué*, *quién*, *cuándo*, *por qué*, *cómo*, *cuál*, *cuánto*, *dónde*)
- *wh*-word (ie, question words including ‘how’) followed by subject verb word order, including where the overt subject is only sometimes required (eg, *¿Dónde está (Daniel)?* and *¿Qué hace (la chica)?*)

Inflectional morphology

Specific irregular inflected forms (eg, *doy*, *digo*), as a minimum those specified below, are listed in the vocabulary list.

Some verb forms change the spelling in their stems, usually to preserve pronunciation (eg, present: *g* → *j*; preterite: *c* → *qu*, *g* → *gu*, addition of *y* to 3rd persons, and *z* → *c*). Such spelling changes will not be credit-bearing.

Regular (-*ar*, -*er*, -*ir*) in 1st, 2nd, 3rd persons in singular and plural for:

- Present indicative with both simple (I walk) and ongoing (I am walking) functions.
 - Including five clusters of high frequency verbs that pattern following one of these ‘anchor’ verbs: *encontrar* (*o* → *ue*), *pensar* (*e* → *ie*), *pedir* (*e* → *i*), *conocer* (*c* → *zc*), *poner* (add -*g* to 1st person singular). The infinitives within these clusters are listed in the vocabulary list.
 - In the *pedir* cluster, omission of ‘u’ in the first person of verbs like *seguir* will not be credit-bearing.
 - Irregular forms of *estar*, *hacer*, *ir*, *ser*, *tener* are listed in full in the vocabulary list (including use of *tener* + noun where the English equivalent is ‘BE + adjective’ eg, + *frío*, + *calor*, + *año(s)*, + *hambre*, + *sed*, + *miedo*).
- Present continuous (*estar* + present participle), as equivalent of the English ‘BE + -ing’, including spelling changes for verbs whose stems end in a vowel (eg, *leer*, *construir*) and for verbs in the *pedir* cluster.
- Preterite tense (as equivalent of the English simple past (I walked), ie, referring to past events occurring at specified, known times).
 - Irregular preterite forms of *ir*, *ser*, *dar* are listed in full in the vocabulary list.
 - Irregular preterite stems (*tuve*, *pude*, *hice*, *vine*, *estuve*, *puse*, *quise*, *dije*, *traje*) and irregular form *hizo* are listed in the vocabulary list. Preterite forms of verbs with prefixes on stems which are listed in the vocabulary list, eg, *mantuve*, will not be listed in the vocabulary list, because *tuve* is already listed).
 - Stem-changes (*o* → *u*, *e* → *i*) to 3rd person singular and plural in -IR verbs in the preterite will not be credit-bearing.
 - Small changes to preterite stems or inflections (eg, *vi*, *vio* (no accent), *empecé* (*z* → *c*), *dijeron* (no ‘i’ in inflection) will not be credit-bearing.

- Present perfect tense (*haber* + past participle, -AR stem + *ado*, -ER/IR stem + *ido*), as equivalent of the English present perfect (I have walked, he has gone).
 - Irregular past participles are listed in the vocabulary list. Past participles of verbs with prefixes on stems which are listed on the vocabulary list, eg, *descrito*, will not be listed in the vocabulary list, if *escrito* is already listed.
- Periphrastic future (*ir a* + infinitive), as equivalent of the English 'BE + going to + verb' and 'will + verb'.

Regular (-ar, -er, -ir) for 1st, 2nd and 3rd persons in singular only for:

- Imperfect for habitual (only for equivalent of English 'used to + verb') and ongoing (BE + ing) functions.
 - Three irregular verbs: *ser* (*era, eras*), *ir* (*iba, ibas*) and *ver* (*veía, veías*) are listed in the vocabulary list.
 - Other English equivalent functions are listed in the vocabulary list as follows: *tenía, tenías* (to mean 'had'), *había* (to mean 'there was/were'), *estaba, estabas* (to mean 'was/were + state/location') / *era, eras* (to mean 'was/were + trait').
- Imperfect continuous (*estar* + present participle) for ongoing (BE + ing) functions.
- Inflectional future
 - Plus five irregular verbs: *tener* (*tendr-*), *hacer* (*har-*), *poder* (*podr-*), *poner* (*pondr-*) of which the 1st person singular stems are listed in the vocabulary list, and *habrá* ('there will be').
- Conditional
 - Plus five irregular verbs: *tener* (*tendr-*), *hacer* (*har-*), *poder* (*podr-*), *poner* (*pondr-*) of which the 1st person singular stems are listed in the vocabulary list, and *habría* ('there would be').
- Imperative (affirmative, 2nd singular only) and irregular *tú* commands (*sé, ve, ten, ven, haz, di, pon* and *sal*) are listed in the vocabulary list.

Syntax of interesar-type verbs

le, which tend to occur in Object Verb Subject word order, as listed on the vocabulary list.

Modals, for 1st, 2nd and 3rd persons in singular and plural

Use of modals (*deber, poder, querer, tener que, saber*) + infinitive, including two multi-word complex fixed phrases (*quisiera* + infinitive and *me/te/le gustaría* + infinitive).

Reflexive use of verbs

Singular only, for 1st, 2nd, 3rd persons.

Reflexive verb forms (eg, *lavarse*) with the same meaning as a listed base verb (eg, *lavar*) are not listed. Reflexive verb forms with different meanings from a listed base verb (eg, *poner, ponerse*) are listed on the same line. When reflexive verb forms with different meanings from a listed base verb are not listed, they will not be tested.

Impersonal verbs

Use of impersonal verb *hay*.

Use of *hay que*.

Impersonal use of *se* for generalised 'you/one' function with *se puede/se necesita*.

Hace + noun (weather, with the relevant words eg, *sol*, listed in the vocabulary list).

Adjectival phrases

Agreement for gender and number with nouns following regular patterns (of adjectives listed in the vocabulary list):

- Gender and number: *-o, -a, -os, -as*
- Number only:
 - *-e, -es*
 - *-z, -ces*
 - *-ista, -istas*
- Highly frequent patterns of adjectives for nationality: - ending in consonant (eg, *francés, -esa, -es* (no accent), *-esas* (no accent), *español, -a, -es, -as*).

Position of adjectives in relation to the nouns they refer to: mostly after nouns, a defined set of prenominal adjectives (*algún, ningún, primer, segundo, tercer, buen, mal, gran*) and a set that changes meaning depending on whether prenominal or postnominal (eg, *único*), as listed in the vocabulary list.

Different uses of *ser* and *estar* with adjectives as listed in the vocabulary list (including where meanings differ when used with *ser* and *estar*, eg, *listo/a*).

Use of regular comparative structure *menos...que* with irregular forms (*mejor* and *peor*) listed in the vocabulary list.

Adverbial phrases

Adverbs and adverbial phrases are listed in the vocabulary list. Position of adverbs of time, manner, place.

Use of regular comparative structures (*más...que/de, menos...que/de, tan...como*), with irregular forms (*mejor* and *peor*) listed in the vocabulary list.

Prepositions

Prepositions are listed in the vocabulary list.

Use of the personal *a*

De to indicate possession (eg, *la casa de Hugo*)

Para, sin + infinitive

Prepositions as needed in certain verb phrases before an infinitive or noun. These verb + preposition combinations are listed in the vocabulary list alongside the verb entry (eg, *dejar* 'to leave', *dejar de* + infinitive 'to stop + verb', *ir* 'to go', *ir de* + noun 'to go (for/on) + noun, to go + -ing'). Where the preposition changes or adds to the meaning of the verb, English translations are listed (eg, *llegar* 'to arrive', *llegar a* 'to manage to').

Derivational morphology (Reading only)

Derivational morphology listed here indicates that even if only the base form (eg, *libro*) is listed in the vocabulary list, a derived form that follows one of the patterns listed here (eg, *librito*) may be included in reading texts. Or, if only the specific affixed form is listed, the base form may be included in reading texts. Note, if derived forms are included in listening material or required for production, they will be listed separately in the vocabulary list.

Uniformly applicable derivational morphology that changes meaning

Suffixes

Adding *-ito*, *-ita* to nouns, or to nouns with *-o* / *-a* removed, only where the English meaning is 'little' (eg, *librito*) or implies endearment (eg, *hermanito*).

Adding *-ísimo*, *-ísima* to adjectives, or to adjectives with *-o* / *-a* removed, only where the English meaning is 'very' (eg, *facilísimo*).

Other high frequency patterns

Morphology that changes the part of speech

Suffixes

Adverbs created by adding *-mente* to singular invariable adjectives (eg, *alegre-*) or the singular feminine form of adjectives ending in *-o* / *-a* (eg, *absoluta-*), only where the English equivalent is '-ly' (eg, *normalmente*).

Nouns created by adding *-idad* to singular adjectives ending in a consonant (eg, *real*) or with the final vowel removed (eg, *segur-*), only where the English equivalent is '-(i)ty' (eg, *seguridad*).

Adjectives created by adding *-able* to a verb stem, only where the English equivalent is '-able' (eg, *evitable*).

3.2.2 Higher tier

3.2.2.1 Noun phrases

Determiners

Demonstrative adjective *aquel*, with agreement for gender and number, to mean 'that' and 'those', with tolerance for using *ese* etc as alternatives for *aquel* etc in production.

Pronouns

Word order of the following direct and indirect object pronouns (*nos*, *os*) in one- and two-verb constructions (such as *os veo*, *os puedo ver*, *puedo veros*) and plural reflexive pronouns (*nos*, *os*, *se*).

Relative pronouns *lo que* (invariable) and *el que*, *el cual* (and their inflected forms for gender and number) in subject relative clauses.

Relative clauses using *wh-* pronouns (*cuando*, *donde*, *que*).

Possessive pronouns, agreement for gender and number, for singular and plural possessors (*el mío*, *el tuyo*, *el suyo*, *el nuestro*, *el vuestro*).

Neuter demonstrative pronoun (*aquello*).

Use of pronouns after prepositions (*mí*, *ti*, *él*, *ella*, *usted*, *nosotros*, *vosotros*, *ellos*, with agreement for gender and number), irregular forms (*conmigo*, *contigo*), and emphatic use of pronouns after 'a'.

Reflexive use of plural forms of pronouns (including with reciprocal function) (eg, *nos vemos*, *os entendéis*, *se besan*).

3.2.2.2 Verb phrases

Highly irregular specific verb forms are listed in the vocabulary list.

Negation

Word order of verbal negation with *ya no*, *(no) tampoco*, *(no)...ni...*, including the use of *(no) ni... ni...* for emphasis.

Inflectional morphology

Plural forms in 1st, 2nd, 3rd persons for:

- Inflectional future
 - Plus irregular verbs (in singular and plural): *saber (sabr-)*, *querer (querr-)*, *venir (vendr-)*, *decir (dir-)*, *salir (saldr-)* of which the 1st person singular stems are listed in the vocabulary list.
- Conditional
 - Plus irregular verbs (in singular and plural): *saber (sabr-)*, *querer (querr-)*, *venir (vendr-)*, *decir (dir-)*, *salir (saldr-)* of which the 1st person singular stems are listed in the vocabulary list.
- Imperfect, for habitual (equivalent only of English 'used to + verb') and ongoing ('BE + ing') functions. This includes the plural forms of the three very high frequency irregular verbs (*ir, ser, ver*).

Some verb forms change the spelling in their stems to preserve pronunciation (eg, present: *g* → *j*, preterite: *c* → *qu*, *z* → *c*, *g* → *gu* and addition of *y* to 3rd persons). Such spelling changes will be credit-bearing.

Preterite stem changes (*o* → *u*, *e* → *i*) in 3rd person singular and plural for -IR verbs, where the verbs are part of an anchor group in the present tense, will be credit-bearing.

Stem changes in the present participle form of some -ir verbs *ie*, *o* → *u* (eg, *muriendo*), *e* → *i* (eg, *advirtiendo*) will not be credit-bearing. (The *pedir* cluster will be credit-bearing as at Foundation).

Imperative for affirmative commands in 2nd person singular and plural only.

Subjunctive mood in the present, for singular persons only, with five high frequency verbs: *hacer, ser, ir, venir, tener* (inflected forms as listed in the vocabulary list), with the following functions and contexts of use:

- future after conjunction of time *cuando*
- after verbs of wishing, command, request, and emotion
- after conjunction *que*
- to express purpose after *para que*.

Multi-verb expressions

- *Acabar de* + infinitive (as equivalent of 'HAVE just done + verb').
- Passive voice: *ser* + past participle + *por*, *se* + 3rd person singular or plural.
- Use of *seguir* + present participle and *llevar* + time period + present participle for ongoing actions in the present.
- Present tense with *desde hace* (as equivalent of 'have been + ing for x time').

Impersonal verbs

Listed in the vocabulary list: (*parece, basta, falta, hace falta, vale la pena*).

Adjectival phrases

Adjectives with neuter article *lo* used as nouns (eg, *lo bueno*).

Possessive adjectives as post-verbal complement for singular and plural possessors (eg, *mío/a/os/as, tuyo, suyo, nuestro, vuestro*).

Use of regular superlative adjectives (and irregulars (*el mejor, el peor*) as listed in the vocabulary list).

Adverbial phrases

Use of regular superlative adverb structures (and irregulars as listed in the vocabulary list).

Prepositions

Antes de, después de + infinitive

Syntax of prepositions in questions (eg, *¿Con quién hablas?*)

3.2.3 Spanish sound symbol correspondences

This list specifies key differences in sound spelling correspondences between Spanish and English which students will need to learn at GCSE to be able to read out loud and transcribe with sufficient accuracy at this level.

It is not an exhaustive list of all the sound-spelling correspondences in the Spanish language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in Spanish as in English, it is not listed.

- [a]
- [o]
- [e]
- [i]
- [u]
- [ll]
- [ch]
- [ca]
- [co]
- [cu]
- [cu] + vowel
- [ce]
- [ci]
- [z]
- [que]
- [qui]
- [ga]
- [go]
- [gu]
- [ge]
- [gi]
- [gue]
- [gui]
- [j]
- [ñ]
- [v]
- [-r-] [-r]

- [rr] [r-] [-r-]*
- silent h

* word initial [r-] and [-r-] following consonants n, l or s is the same sound-symbol correspondence (SSC) as [rr].

3.2.3.1 Key stress positions and associated spelling rules (Higher tier only)

This list specifies key spelling rules determined by the position of stress, which students will need to learn at GCSE.

When reading words aloud in Spanish:

- stress any vowel that has a written accent
- stress the final syllable in a word, except:
 - stress the penultimate syllable for any word ending in a vowel, 'n', or 's' (unless there is a written accent).

When transcribing Spanish, only write an accent on the stressed vowel for:

- words with stress on a final syllable ending in a vowel, 'n', or 's'
- words with stress on penultimate (second to last) syllable for a word ending in a consonant (other than 'n' or 's').

All words with stress on the antepenultimate (third to last) syllable.

3.3 Vocabulary

Students should learn the GCSE Spanish vocabulary list (Appendix 2) and will be expected to use this vocabulary across a range of contexts and assessment tasks.

3.3.1 Composition of vocabulary content

1. Students are expected to know 1,200 lexical items for Foundation tier, and a further 500 lexical items for Higher tier. Students are also required to know words which can be regularly inflected and (for Paper 3 Reading only) regularly derived from listed lexical items using the grammar specified in section 3.3.
2. Because no vocabulary is specified for KS2 or KS3, the vocabulary list is comprehensive and makes no assumptions about vocabulary previously taught.
3. The vocabulary lists include, as part of the 1,200 or 1,700 items, the words listed in the DfE subject content Annex E. These are the words which are referenced in the grammar in section 3. They include irregular forms of high frequency verbs and other parts of speech.
4. In addition to the 1,200 and 1,700 items, the vocabulary lists contain:
 - a. 30 short phrases that are multi-word phrases in Spanish
 - b. 20 items to refer to relevant geographical or cultural places/events, including the names of countries to be known receptively and productively.
5. For Reading only:
 - a. Higher and overlapping tier texts in Paper 3 may include a small number of words outside the vocabulary list. English meanings of such words will be supplied adjacent to the text for

reference. No more than 2% of words (rounded to the nearest whole word) in any given text may be glossed in this way.

- b. For both Foundation and Higher tiers, all proper nouns (such as cities or countries) that are not on the vocabulary list and are not deemed to be easily understood, can be glossed or explained in an adjacent note.
 - c. Up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates which are not included in the vocabulary list. Cognates are words in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding for students entered for GCSE Spanish.
6. Words with multiple meanings but with the same part of speech (eg, the Spanish noun *historia* that can be translated by the different English words ‘story’ and ‘history’) will be listed as one entry in the vocabulary list. All English equivalents that could be tested (eg, in questions that require working from English to Spanish) are provided.
 7. The vocabulary which students will be expected to know, for both comprehension and production, will be compiled with close and explicit reference for each item on the list to frequency of occurrence in the language. This information about frequency has been taken from Davies, M., & Davies, K. (2018). *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd ed.). London: Routledge.
 8. At least 85% of the 1,200 and 1,700 words selected has been drawn from the 2,000 most frequent words occurring in the most widely used standard forms of the language. In some cases, more than one spelling is in common use, including where recent spelling reforms have taken place. In such cases, tolerance is shown for both versions of the spelling, eg *sólo/solo*.

The vast majority of lexical items listed as vocabulary are single word vocabulary items. Where a compound word or multi-word phrase translates a single English word, it is counted either as a separate lexical item in the main vocabulary list, or as one of the 30 multi-word phrases. However, where a compound word or phrase can easily be understood from its components, and where the components are already included in the list, the compound word will not be included. Easily understood from its components means that the literal translation of the component parts unambiguously gives the meaning in English. An example of an easily understood compound word or phrase in Spanish is *bajo control*. An example of a compound word/phrase in Spanish that is not easily understood is *no pasa nada*.

4 Scheme of assessment

Find past papers and mark schemes, and sample papers for new courses, on our website at [aqa.org.uk/pastpapers](https://www.aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2026 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Spanish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study.

4.1 Aims and learning outcomes

Courses based on this specification should provide a coherent, satisfying and worthwhile course of study. They should encourage students to develop confidence in, and a positive attitude towards, Spanish and to recognise the importance of languages. They should also provide a strong linguistic and cultural foundation for students who go on to study Spanish at a higher level post-16.

Through studying GCSE Spanish, students should develop their ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them.

The study of Spanish at GCSE should also build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.

It is important that students following a GCSE Spanish course should become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

Courses based on this specification must encourage students to:

- learn and use the range of vocabulary required for the tier at which they are studying as specified in the vocabulary list
- learn and use the grammar specified to understand and produce meaning in written and oral modalities. The grammar to be learnt is set out in Section 3
- learn and apply the principles by which spelling represents sounds in standard or widely used forms of the language, and use clear and comprehensible pronunciation when speaking the language
- use the language they are learning both receptively and productively, in spoken and written forms, for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to their current and future needs and interests, having regard to the likely experiences of a wide social range
- be able to recall and use language in different situations and be able to move between Spanish and English.

This specification in Spanish, in line with the DfE Subject Content, requires students to:

- understand written texts in Spanish. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier
- understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions
- undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling
- write text in Spanish in a lexically and grammatically accurate way in response to simple and familiar stimuli
- translate in writing short sentences or texts, from Spanish to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language
- infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences
- speak using clear and comprehensible language to:
 - read aloud a short written text in Spanish and undertake a short unprepared conversation relating to the text
 - undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous;
 - talk about visual stimuli and extend this conversation into a short unprepared interaction.

Spoken and written language (for comprehension and production) will be of limited complexity at Foundation tier. At Higher tier students will be expected to understand (in listening and reading) and produce (in speech and writing) language at a higher level of complexity. The complexity of the language will be in both cases appropriate to the level of study. Complexity in this sense means the extent to which written and spoken language uses features such as multi-clause units (eg, relative clauses), pronouns, especially multiple pronouns, multiple verbs in one sentence or clause, long sentences, or morphology and syntax (eg, word order) which is very different to English in form and/or function.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Spanish specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: understand and respond to spoken language in speaking and in writing
- AO2: understand and respond to written language in speaking and in writing
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.

4.2.1 Assessment objective weightings for GCSE Spanish

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1	22.5	12.5			35
AO2		7.5	25	12.5	45
AO3	2.5	5		12.5	20
Overall weighting of components	25	25	25	25	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x1.25	50
Paper 2 (Speaking)	50	x1	50
Paper 3 (Reading)	50	x1	50
Paper 4 (Writing)	50	x1	50
Total scaled mark:			200

4.3.2 Higher tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x1	50
Paper 2 (Speaking)	50	x1	50
Paper 3 (Reading)	50	x1	50
Paper 4 (Writing)	50	x1	50
Total scaled mark:			200

4.4 Paper 1: Listening

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

Foundation tier 40 marks; 35 minutes approximately (including five minutes' reading time at the start of the test and two minutes' checking time at the end of the test)

Higher tier 50 marks; 45 minutes approximately (including five minutes' reading time at the start of the test and two minutes' checking time at the end of the test)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech. It will be delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language) and there will be no extraneous distractions or interruptions.
- The recording will be provided to schools and colleges in an appropriate audio format.
- Different types of spoken language will be used, for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to students' current and future needs and interests, having regard to the likely experiences of a wide social range.
- Students will have five minutes' reading time at the beginning of the test to read the questions.
- Students will have two minutes' checking time at the end of the test to check their work.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- In Section A, each item will be heard twice and pauses for students to read the questions before the item is played and then to answer the questions will be built into the test recording.
- In Section B, the dictation, students will hear each sentence three times and pauses will be built into the test recording.
- Students will be allowed to make notes at any time during the test, including the reading time.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation and Higher tier

In Section A, students' understanding of spoken language will be tested by a range of comprehension question types in English, requiring non-verbal responses or responses in English. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme. The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, comprising the defined vocabulary and grammar for each tier which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, bulletins, podcasts and spoken descriptions.

In Section B, students will undertake a dictation exercise of short spoken extracts (including some words from outside the vocabulary list) with credit for accurate spelling. At Foundation tier, the dictation will consist of a minimum of 20 words. At Higher tier, the dictation will consist of a minimum of 30 words. At both tiers, two words from outside the vocabulary list will be included within the dictation.

Students will hear the dictation sentences three times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence. See the [dictation assessment criteria](#) (page 32).

4.5 Paper 2: Speaking

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the Speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play, Reading aloud and Photo card each student must be allocated.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use at any point during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes into the teacher-examiner at the end of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

Teachers are expected to give students the opportunity to respond fully to all tasks (being aware of the recommended length of each task specified below) to ensure that each student is able to access the maximum number of marks available. Students will be assessed on the quality of the responses they can produce within the maximum allocated time (nine minutes for Foundation tier and twelve minutes for Higher tier).

Equal credit will be given for any language used by the student which is beyond the defined content but that fulfils the task requirements.

Students should not be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

The cards for each student will be allocated according to a sequence chart for each tier provided in the Teacher's Booklet in each exam series. The Reading aloud card and the Photo card will always be from different themes and the sequence chart will ensure that there is no overlap of task between the different sections of the test for individual students.

All three parts of the test will allow students to demonstrate appropriate and accurate use of the prescribed vocabulary and grammatical structures, including some more complex forms. The language produced will be of limited complexity at Foundation tier and at a greater level of complexity at Higher tier.

The tasks will also allow students to demonstrate knowledge of the sound symbol correspondences outlined in the prescribed grammar requirements so as to be understood by a native speaker.

These are the recommended lengths for each part of the speaking test:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
Total	7 to 9 minutes	10 to 12 minutes

Marking of the speaking test will stop at the maximum amount of time specified for the tier. I.e., nine minutes for Foundation tier and twelve minutes for Higher tier.

4.5.1 Foundation and Higher tier

50 marks

Foundation tier: students will attend one session of 7–9 minutes (and supervised preparation time of 15 minutes).

Higher tier: students will attend one session of 10–12 minutes (and supervised preparation time of 15 minutes).

Timing of the test will start when the teacher begins the Role-play using the introductory text in the Teacher’s Booklet. Timing of the test will end when the maximum time allowed is reached (**nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (10 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (recommended to last between one and one and a half minutes at both tiers). The Role-play tasks on the Candidate card will be in English and will contain unambiguous instructions about what to say.

The Role-play card will allow students to answer questions and convey information, using the prescribed vocabulary lists, adapting language to suit the purpose of the task. Students will be required to ask a question as part of the Role-play.

4.5.1.2 Reading aloud task (15 marks)

Based on a short text of a minimum of 35 words at Foundation tier and a minimum of 50 words at Higher tier, to be prepared by the student immediately before the test in their supervised preparation time. The words assessed will focus on the sound symbol correspondences listed in the DfE subject content. Students will not be permitted to read their text out loud during their supervised preparation time.

After reading the text out loud during the test, students will take part in a short unprepared conversation on the topic of the text. There are four compulsory questions set on the topic of the text which teachers will ask exactly as they are written in the Teacher’s Booklet. At Foundation tier, this part of the test is recommended to last between two and two and a half minutes in total. At

Higher tier, this part of the test is recommended to last between three and three and a half minutes in total. These recommended totals include the reading of the text and the short conversation.

The student's response to the four compulsory questions is marked as a whole. Marks are not awarded to individual questions.

4.5.1.3 Discussion of Photo card (25 marks)

Based on a Photo card to be prepared by the student immediately before the test in their supervised preparation time. The Photo card will contain two photos from one of the three themes. Students will have the Photo card during their supervised preparation time in order to prepare their response to the first question. Students may make written notes in the preparation time and use these notes during the task. The first question in the Teacher's Booklet focuses on the content of the two photos on the card and is compulsory.

The Photo card task is recommended to last between four and five minutes in total at Foundation tier. At Higher tier, the Photo card task is recommended to last between six and seven minutes in total. These recommended time allocations include **both** parts of this task as outlined below (the student's response to the content of the photos and the unprepared conversation).

Response to the content of the photos

Students are recommended to talk about both photos for approximately one minute at Foundation tier and approximately one and a half minutes at Higher tier. Coverage of the photos does not need to be equal but students are required to say at least one thing about each photo as a minimum requirement. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.

Unprepared conversation

The second part of this task is an unprepared conversation which follows the description of the photos. At Foundation tier, this is recommended to last between 3 and 4 minutes and at Higher tier between 4.5 and 5.5 minutes. This conversation can be based on any or all of the three topics from the theme specified on the Candidate's card and in the Teacher's Notes, enabling students to develop personalised responses.

Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

As this conversation is unprepared, students must not know in advance of the Speaking test which questions, theme or topic areas will be covered in their test. It is also not permissible for teachers to narrow the scope of questions by discussing in advance with students their preferred areas for inclusion during the test.

See the [Speaking test assessment criteria](#) (page 34)

4.6 Paper 3: Reading

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

Foundation tier 50 marks, 45 minutes

Higher tier 50 marks, 1 hour

- Different types of written language stimuli will be used for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to students' current and future needs and interests, having regard to the likely experiences of a wide social range.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation and Higher tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme. The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding.

The test at both tiers will consist of a variety of short and longer texts, predominantly focusing on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier. Students will be required to identify the overall message, key points, details and opinions from items such as public notices and advertisements, extracts from brochures, newspapers, magazines, email and websites.

Students will also be required to infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences.

In Section B, there will be a translation of sentences from Spanish into English (a minimum of 35 words at Foundation tier and 50 words at Higher tier). In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.

4.7 Paper 4: Writing

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in English.
- Equal credit will be given for any language used by the student which is beyond the defined content but that fulfils the task requirements.
- Students should not be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

4.7.1 Foundation tier

50 marks, 1 hour 10 minutes

Students are required to write in Spanish.

4.7.1.1 Question 1 (10 marks)

A task which will demonstrate students' ability to write five short sentences about a photo using the prescribed vocabulary and grammar in a familiar context. The language produced will be of limited complexity at this level.

4.7.1.2 Question 2 (10 marks)

A task of five compulsory bullet points related to the topics and themes. This will demonstrate students' ability to write a short text in response to familiar stimuli, using simple sentences and familiar language accurately. The language produced will be of limited complexity at this tier.

Students are expected to write approximately 50 words to complete the task.

4.7.1.3 Question 3 (5 marks)

A task testing students' understanding and accurate application of the prescribed grammar. Students will complete five short sentences with a missing word, selected from three options.

4.7.1.4 Question 4 (10 marks)

A translation of sentences from English into Spanish, requiring a minimum of 35 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.

4.7.1.5 Question 5 (15 marks)

A structured writing task of three compulsory bullets which will demonstrate students' ability to respond at a more extended length to familiar stimuli related to the topics and themes and for a range of audiences and purposes. They will also make accurate use of vocabulary and grammatical structures.

Students are expected to write approximately 90 words to complete the task.

They choose either Question 5.1 or 5.2. This question is common to Higher tier Question 2.

4.7.2 Higher tier

50 marks, 1 hour 15 minutes

Students are required to write in Spanish.

4.7.2.1 Question 1 (10 marks)

A translation of sentences from English into Spanish, requiring a minimum of 50 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.

4.7.2.2 Question 2 (15 marks)

A structured writing task of three compulsory bullet points which will demonstrate students' ability to respond at a more extended length to familiar stimuli related to the topics and themes and for a range of audiences and purposes. They will also make accurate use of vocabulary and grammatical structures, but equal credit will be given for language used, which is beyond the defined content.

Students are expected to write approximately 90 words to complete the task. They choose either Question 2.1 or 2.2. This question is common to Foundation tier Question 5.

4.7.2.3 Question 3 (25 marks)

An open-ended writing task of two compulsory bullet points which will demonstrate students' ability to make more creative use of the prescribed vocabulary and grammatical structures, showing a higher level of complexity and accuracy at this level.

Equal credit will be given for language used which is beyond the defined content.

Students are expected to write approximately 150 words to complete the task. They choose either Question 3.1 or 3.2.

See the [Writing test assessment criteria](#) (page 41)

4.8 Assessment criteria

4.8.1 Paper 1: Listening

4.8.1.1 Foundation tier

Section A: Listening comprehension

See the mark scheme published each year for details of how marks are awarded.

Section B: Dictation

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks) as specified in the criteria below. The maximum mark for Section B is 8. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	A01
4	4	The meaning of the spoken extracts is always or almost always communicated clearly.
3	3	The meaning of the spoken extracts is mostly communicated.
2	2	The meaning of the spoken extracts is sometimes communicated.
1	1	The meaning of the spoken extracts is rarely communicated.
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier.

Level	Mark	A03
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy.
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy.
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy.

Level	Mark	A03
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy.
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier.

Notes

A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.

Please see the mark scheme for more guidance on application of the assessment criteria.

4.8.1.2 Higher tier

Section A: Listening comprehension

See the mark scheme published each year for details of how marks are awarded.

Section B: Dictation

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 marks) as specified in the criteria below. The maximum mark for Section B is 10. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	A01
5	5	The meaning of the spoken extracts is communicated very clearly throughout.
4	4	The meaning of the spoken extracts is almost always communicated clearly.
3	3	The meaning of the spoken extracts is mostly communicated.
2	2	The meaning of the spoken extracts is sometimes communicated.
1	1	The meaning of the spoken extracts is rarely communicated.
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier.

Level	Mark	A03
5	5	Words are always or nearly always transcribed correctly with a very high level of grammatical accuracy.
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy.
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy.
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy.
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy.

Level	Mark	A03
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier.

Notes

A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.

Please see the mark scheme for more guidance on application of the assessment criteria.

4.8.2 Paper 2: Speaking

Marks will be allocated in the following way at both Foundation and Higher tier:

	A01	A02	A03	Total
Role-play		10		10
Reading aloud task	10		5	15
Discussion of Photo card	15	5	5	25
Total	25	15	10	50

4.8.2.1 Foundation tier

Part 1: Role-play (10 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for AO2.

For each task:

Mark	A02
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes.

Part 2: Reading aloud (15 marks)

This part of the test is divided into two sections:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher's Booklet.

Reading aloud of the text (5 marks A03)

Reading aloud of the text is marked according to the following criteria.

Level	Mark	A03
5	5	There may be minor errors and a few major errors in pronunciation.
4	4	There are regular minor and some major errors in pronunciation.
3	3	There are frequent minor and frequent major errors in pronunciation.
2	2	Pronunciation is rarely accurate.
1	1	Pronunciation is very rarely accurate.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Response to compulsory questions (10 marks A01)

Level	Mark	A01
5	9–10	<ul style="list-style-type: none"> • All questions are answered clearly. • At least two answers have an extended response and at least one other is developed well.
4	7–8	<ul style="list-style-type: none"> • At least three questions are answered clearly. • One answer has an extended response and at least one other is developed well.
3	5–6	<ul style="list-style-type: none"> • At least two questions are answered clearly. • One answer is developed well and at least one other is developed minimally.
2	3–4	<ul style="list-style-type: none"> • At least two questions are answered understandably. • One answer is developed minimally.
1	1–2	<ul style="list-style-type: none"> • At least one question is answered understandably. • The answer(s) may be a very limited response.
0	0	Does not meet the standard required for Level 1 at this tier.

Part 3: Discussion of Photo card (25 marks)

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation.

Response to content of the photos (5 marks A02)

Level	Mark	A02
5	5	<ul style="list-style-type: none">• Quite a lot of information is conveyed.• Information may lack clarity from time to time.
4	4	<ul style="list-style-type: none">• Some information is conveyed.• Information lacks clarity from time to time.
3	3	<ul style="list-style-type: none">• Some information is conveyed.• Information lacks clarity from time to time and occasionally messages break down.
2	2	<ul style="list-style-type: none">• Little information is conveyed.• Messages regularly break down.
1	1	<ul style="list-style-type: none">• Very little information is conveyed.• Messages regularly break down or the very little language produced is barely understandable.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- A02 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

Unprepared conversation (15 marks A01 and 5 marks A03)

Marks for A01 and for A03 are awarded based on the conversation following the student's response to the content of the photos.

A01 (15 marks)

Level	Mark	A01
5	13–15	<ul style="list-style-type: none">• Quite a lot of information is conveyed.• Regular good development of responses.• Information may lack clarity from time to time.

Level	Mark	A01
4	10–12	<ul style="list-style-type: none"> Some information is conveyed. Some good development and regular minimal development of responses. Information lacks clarity from time to time.
3	7–9	<ul style="list-style-type: none"> Some information is conveyed. Regular minimal development of responses. Information lacks clarity from time to time and occasionally messages break down.
2	4–6	<ul style="list-style-type: none"> Little information is conveyed. Limited responses with occasional minimal development. Messages regularly break down.
1	1–3	<ul style="list-style-type: none"> Very little information is conveyed. Limited responses. Messages regularly break down or hardly anything is said.
0	0	Does not meet the standard required for Level 1 at this tier.

AO3 (5 marks)

Level	Mark	A03
5	5	<ul style="list-style-type: none"> Good variety of vocabulary and structures, but with some repetition. There may be frequent minor errors. Some major errors may occur even in basic language.
4	4	<ul style="list-style-type: none"> Some variety of vocabulary and structures, but with regular repetition. Frequent minor errors and some major errors in most responses to questions.
3	3	<ul style="list-style-type: none"> Limited variety of vocabulary and structures with regular repetition. Very frequent minor and frequent major errors in most responses to questions.
2	2	<ul style="list-style-type: none"> Very limited variety of vocabulary and structures with regular repetition. Very frequent minor and very frequent major errors in nearly all responses to questions.
1	1	<ul style="list-style-type: none"> Hardly any variety of vocabulary and structures. Minor and major errors in all responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

More guidance on application of the assessment criteria can be found in the mark scheme for Paper 2.

4.8.2.2 Higher tier

Part 1: Role-play (10 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for AO2.

For each task:

Mark	A02
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes.

Part 2: Reading aloud task (15 marks)

This part of the test is divided into two sections:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher's role.

Reading aloud of the text (5 marks A03)

Reading aloud of the text is marked according to the following criteria.

Level	Mark	A03
5	5	Pronunciation is always or nearly always accurate but there may be an occasional minor error.
4	4	There are a few minor errors in pronunciation.
3	3	There are some minor errors and very occasional major errors in pronunciation.
2	2	There are minor errors and a few major errors in pronunciation.

Level	Mark	A03
1	1	There are regular minor and some major errors in pronunciation.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Response to compulsory questions (10 marks A01)

Level	Mark	A01
5	9–10	<ul style="list-style-type: none"> • All questions are answered clearly. • At least two answers have an extended response and at least one other is developed well.
4	7–8	<ul style="list-style-type: none"> • At least three questions are answered clearly. • One answer has an extended response and at least one other is developed well.
3	5–6	<ul style="list-style-type: none"> • At least two questions are answered clearly. • One answer is developed well and at least one other is developed minimally.
2	3–4	<ul style="list-style-type: none"> • At least two questions are answered understandably. • One answer is developed minimally.
1	1–2	<ul style="list-style-type: none"> • At least one question is answered understandably. • The answer(s) may be a very limited response.
0	0	Does not meet the standard required for Level 1 at this tier.

Part 3: Discussion of Photo card (25 marks)

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation.

Response to the content of the photos (5 marks A02)

Level	Mark	A02
5	5	<ul style="list-style-type: none"> • A lot of information is conveyed. • Information is always conveyed clearly.
4	4	<ul style="list-style-type: none"> • A lot of information is conveyed. • Information is nearly always conveyed clearly.
3	3	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Information is nearly always conveyed clearly.

Level	Mark	A02
2	2	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Information may lack clarity from time to time.
1	1	<ul style="list-style-type: none"> • Some information is conveyed. • Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

Unprepared conversation (15 marks A01 and 5 marks A03)

Marks for AO1 and AO3 are awarded based on the conversation following the student's response to the content of the photos.

AO1 (15 marks)

Level	Mark	A01
5	13–15	<ul style="list-style-type: none"> • A lot of information is conveyed. • Consistent good development with regular extended responses. • Information is always or nearly always conveyed clearly.
4	10–12	<ul style="list-style-type: none"> • A lot of information is conveyed. • Consistent good development with some extended responses. • Information is conveyed clearly, but with occasional lapses.
3	7–9	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Consistent good development with occasional extended responses. • Information is generally conveyed clearly.
2	4–6	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Regular good development of responses. • Information may lack clarity from time to time.
1	1–3	<ul style="list-style-type: none"> • Some information is conveyed. • Some good development and regular minimal development of responses. • Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

AO3 (5 marks)

Level	Mark	A03
5	5	<ul style="list-style-type: none"> • Wide variety of vocabulary and structures. • There may be a few minor errors. Few or no major errors when more complex language is attempted.
4	4	<ul style="list-style-type: none"> • Very good variety of vocabulary and structures. • Some minor errors. Some major errors when more complex language is attempted.
3	3	<ul style="list-style-type: none"> • Good variety of vocabulary and structures, but with occasional repetition. • Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.
2	2	<ul style="list-style-type: none"> • Good variety of vocabulary and structures, but with some repetition. • Frequent minor errors. Some major errors which occur even in basic language.
1	1	<ul style="list-style-type: none"> • Some variety of vocabulary and structures, but with regular repetition. • Frequent minor errors and some major errors in most responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

More guidance on application of the assessment criteria can be found in the mark scheme for Paper 2.

4.8.3 Paper 3: Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Paper 4: Writing

4.8.4.1 Foundation tier

Marks will be allocated in the following way at Foundation tier:

	A02: Understand and respond to written language in writing	A03: Demonstrate knowledge and accurate application of the grammar and vocabulary	Total
Question 1	10		10
Question 2	5	5	10
Question 3		5	5
Question 4		10	10
Question 5	10	5	15
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

Question 1 (10 marks)

Students are required to write five sentences. Each sentence is marked separately for AO2 and is worth a maximum of two marks (10 marks in total), according to the following criteria. The whole sentence should be considered when awarding the mark.

Mark	A02
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Question 2 (10 marks)

There are five compulsory bullet points assessed for AO2 (5 marks) and AO3 (5 marks), as specified in the criteria below. The student is expected to produce approximately 50 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student, even if it is well beyond the suggested number of words.

Level	Mark	A02
5	5	<ul style="list-style-type: none"> All five bullet points are covered. Communication is clear.
4	4	<ul style="list-style-type: none"> At least four bullet points are covered. Communication is mostly clear. There are occasional lapses in clarity.
3	3	<ul style="list-style-type: none"> At least three bullet points are covered. Communication is generally clear. There are several lapses in clarity.

Level	Mark	A02
2	2	<ul style="list-style-type: none"> At least two bullet points are covered. Communication is sometimes clear. There are regular lapses in clarity.
1	1	<ul style="list-style-type: none"> At least one bullet point is covered. Communication is often not clear. There are many lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullet points.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Level	Mark	A03
5	5	<ul style="list-style-type: none"> There is a variety of vocabulary and grammatical structures. There may be some errors, but these are minor.
4	4	<ul style="list-style-type: none"> There is some variety of vocabulary and grammatical structures. There are frequent minor errors but with an occasional major error.
3	3	<ul style="list-style-type: none"> There is some attempt at a variety of vocabulary and grammatical structures. There are frequent minor errors, together with some major errors.
2	2	<ul style="list-style-type: none"> There is use of limited or repetitive vocabulary and grammatical structures. There are frequent minor errors and a number of major errors.
1	1	<ul style="list-style-type: none"> There is little awareness of appropriate vocabulary and grammatical structures. There are errors in the vast majority of sentences.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3, but, apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Question 3 (5 marks)

Students are required to complete five sentences by writing the correct word to complete the short sentence, using their knowledge of grammar. There are three words to choose from for each of the five sentences. There are 5 marks for AO3.

Please see the published mark scheme for each series for this question.

Question 4 (10 marks)

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 4 is 10.

When awarding the mark for Grid one out of a maximum of five, the translation is divided into 15 elements as shown in the mark scheme for each exam series. A tick will be awarded for each element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid one below equates to a mark out of five in column 3.

Grid one: Rendering of the original meaning

Level	Number of ticks credited	Mark	A03
5	13–15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10–12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7–9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4–6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1–3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid one is awarded, a mark out of five is awarded for Grid two. This mark is based on the student's response across all five sentences as a whole.

Grid two: Knowledge of vocabulary and grammar

Level	Mark	A03
5	5	<ul style="list-style-type: none">• Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items.• Grammar is highly accurate and any errors that occur are only minor.
4	4	<ul style="list-style-type: none">• Good knowledge of vocabulary. Some inappropriate or omitted items.• Grammar is generally accurate with regular minor errors.

Level	Mark	A03
3	3	<ul style="list-style-type: none"> Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	<ul style="list-style-type: none"> Limited knowledge of vocabulary. Many inappropriate or omitted items. Grammar is generally inaccurate. Many major and minor errors.
1	1	<ul style="list-style-type: none"> Very limited knowledge of vocabulary. Few appropriate items. Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero in Grid one automatically results in a mark of zero in Grid two, but apart from that, the 'Rendering of the original meaning' mark does not limit the mark for 'Knowledge of vocabulary and grammar'.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Question 5 (15 marks)

There are three compulsory bullet points, assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words is approximate and demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student even if it is well beyond the suggested number of words.

Level	Mark	A02
5	9–10	<ul style="list-style-type: none"> All three bullet points are covered. Communication is clear. Ideas are regularly developed with a lot of relevant information being conveyed.
4	7–8	<ul style="list-style-type: none"> All three bullet points are covered. Communication is mostly clear but perhaps with occasional lapses in clarity. Ideas are often developed with quite a lot of relevant information being conveyed.
3	5–6	<ul style="list-style-type: none"> At least two bullet points are covered. Communication is generally clear but there are likely to be lapses in clarity. A few ideas may be developed and some relevant information is conveyed.

Level	Mark	A02
2	3–4	<ul style="list-style-type: none"> • At least one bullet point is covered. • Communication is sometimes clear and there are regular lapses in clarity. • Little relevant information is conveyed.
1	1–2	<ul style="list-style-type: none"> • At least one bullet point is covered. • Communication is often not clear and there are very many lapses in clarity. • Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Level	Mark	A03
5	5	<ul style="list-style-type: none"> • A good variety of vocabulary is used. • There are regular attempts at complexity of language and structure. • There are references to all three time frames which are mainly successful. • Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.
4	4	<ul style="list-style-type: none"> • A variety of vocabulary is used. • There are some attempts at complexity of language and structure. • There are references to at least two different time frames which are mainly successful. • Errors are mainly minor but some major errors may occur.
3	3	<ul style="list-style-type: none"> • Some variety of vocabulary is used. • There may be occasional attempts at complexity of language and structure. • There are references to at least two different time frames, although these may not always be successful. • There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.

Level	Mark	A03
2	2	<ul style="list-style-type: none"> • A limited variety of vocabulary is used. • The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words. • There may be no successful references to different time frames. • There may be frequent major and minor errors and overall the response is generally inaccurate.
1	1	<ul style="list-style-type: none"> • The range of vocabulary is narrow and/or repetitive. • The language is simple and sentences are short or may not be properly constructed. • There are no successful references to different time frames. • There may be frequent major and minor errors and overall the response is highly inaccurate.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

4.8.4.2 Higher tier

Marks will be allocated in the following way at Higher tier:

	A02: Understand and respond to written language in writing	A03: Demonstrate knowledge and accurate application of the grammar and vocabulary	Total
Question 1		10	10
Question 2	10	5	15
Question 3	15	10	25
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

Question 1 (10 marks)

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 1 is 10.

When awarding the mark for Grid one out of a maximum of five, the translation is divided into 15 elements as shown in the mark scheme for each exam series. A tick will be awarded for each

element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid one below equates to a mark out of five in column 3.

Grid one: Rendering of the original meaning

Level	Number of ticks credited	Mark	A03
5	13–15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10–12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7–9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4–6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1–3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid one is awarded, a mark out of five is awarded for Grid two. This mark is based on the student's response across all five sentences as a whole.

Grid two: Knowledge of vocabulary and grammar

Level	Mark	A03
5	5	<ul style="list-style-type: none"> • Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items. • Grammar is highly accurate and any errors that occur are only minor.
4	4	<ul style="list-style-type: none"> • Good knowledge of vocabulary. Some inappropriate or omitted items. • Grammar is generally accurate with regular minor errors.
3	3	<ul style="list-style-type: none"> • Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. • Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	<ul style="list-style-type: none"> • Limited knowledge of vocabulary. Many inappropriate or omitted items. • Grammar is generally inaccurate. Many major and minor errors.

Level	Mark	A03
1	1	<ul style="list-style-type: none"> • Very limited knowledge of vocabulary. Few appropriate items. • Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero in Grid one automatically results in a mark of zero in Grid two, but apart from that, the 'Rendering of the original meaning' mark does not limit the mark for Knowledge of vocabulary and grammar.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Question 2 (15 marks)

There are three compulsory bullet points assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student even if it is well beyond the suggested number of words.

All bullet points must be covered, but there is no need for equal coverage of the bullets.

Level	Mark	A02
5	9–10	<ul style="list-style-type: none"> • All three bullet points are covered. • Communication is clear. • Ideas are regularly developed with a lot of relevant information being conveyed.
4	7–8	<ul style="list-style-type: none"> • All three bullet points are covered. • Communication is mostly clear but perhaps with occasional lapses in clarity. • Ideas are often developed with quite a lot of relevant information being conveyed.
3	5–6	<ul style="list-style-type: none"> • At least two bullet points are covered. • Communication is generally clear but there are likely to be lapses in clarity. • A few ideas may be developed and some relevant information is conveyed.
2	3–4	<ul style="list-style-type: none"> • At least one bullet point is covered. • Communication is sometimes clear and there are regular lapses in clarity. • Little relevant information is conveyed.

Level	Mark	A02
1	1–2	<ul style="list-style-type: none"> • At least one bullet point is covered. • Communication is often not clear and there are very many lapses in clarity. • Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Level	Mark	A03
5	5	<ul style="list-style-type: none"> • A good variety of vocabulary is used. • There are regular attempts at complexity of language and structure. • There are references to all three time frames which are mainly successful. • Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.
4	4	<ul style="list-style-type: none"> • A variety of vocabulary is used. • There are some attempts at complexity of language and structure. • There are references to at least two different time frames which are mainly successful. • Errors are mainly minor but some major errors may occur.
3	3	<ul style="list-style-type: none"> • Some variety of vocabulary is used. • There may be occasional attempts at complexity of language and structure. • There are references to at least two different time frames, although these may not always be successful. • There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.
2	2	<ul style="list-style-type: none"> • A limited variety of vocabulary is used. • The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words. • There may be no successful references to different time frames. • There may be frequent major and minor errors and overall the response is generally inaccurate.

Level	Mark	A03
1	1	<ul style="list-style-type: none"> The range of vocabulary is narrow and/or repetitive. The language is simple and sentences are short or may not be properly constructed. There are no successful references to different time frames. There may be frequent major and minor errors and overall the response is highly inaccurate.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Question 3 (25 marks)

For this question there are two compulsory bullet points, which are assessed for AO2 (15 marks), and AO3 (10 marks), as specified in the criteria below. The maximum mark for Question 3 is 25.

The student is expected to produce approximately 150 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student even if it is well beyond the suggested number of words.

Both bullet points must be covered, but there is no need for equal coverage of the bullets.

A02

Level	Mark	A02
5	13–15	<ul style="list-style-type: none"> A lot of information is conveyed in relation to the task. Regular successful development of ideas, accounts and/or description. Communication is clear with very few or no lapses in clarity.
4	10–12	<ul style="list-style-type: none"> Quite a lot of information is conveyed in relation to the task. Regular attempts at development of ideas, accounts and/or description which are mostly successful. Communication is mostly clear but there are a few lapses in clarity.
3	7–9	<ul style="list-style-type: none"> An adequate amount of information is conveyed in relation to the task. Some successful development of ideas, accounts and/or description. Communication is usually clear but there are some lapses in clarity.

Level	Mark	A02
2	4–6	<ul style="list-style-type: none"> • Some information is conveyed in relation to the task. • A little development of ideas, accounts and/or description. • Communication is sometimes unclear and there are regular lapses in clarity.
1	1–3	<ul style="list-style-type: none"> • A limited amount of information is conveyed in relation to the task. • Very limited or no development of ideas, accounts and/or description. • Communication is often unclear and there are frequent lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.
- A student who conveys information in relation to one bullet point can score a **maximum** of 12 marks for AO2.

A03

In this question, the marks for AO3 are split between Range and use of language (Grid 1) and Accuracy (Grid 2). There is a maximum of five marks for each of these criteria, making a total of 10 marks for AO3 in this question.

The whole of the response must be assessed when awarding the marks for AO3, even if some of it is irrelevant to the bullet points.

Grid one: Range and use of language

Level	Mark	A03 (Range and use of language)
5	5	<ul style="list-style-type: none"> • Very good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is often successful.
4	4	<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is generally successful.
3	3	<ul style="list-style-type: none"> • Some variety of appropriate vocabulary and grammatical structures. • Complex language is occasionally attempted and is sometimes successful.

Level	Mark	A03 (Range and use of language)
2	2	<ul style="list-style-type: none"> • Little variety of appropriate vocabulary and grammatical structures. • Short and simple structures are often used but there is also regular use of longer sentences, with linking words.
1	1	<ul style="list-style-type: none"> • Very little variety of appropriate vocabulary. • Structures used are mainly short and simple.
0	0	The range of language produced does not meet the standard required for a mark at this tier.

Grid two: Accuracy

Level	Mark	A03 (Accuracy)
5	5	<ul style="list-style-type: none"> • The response is usually accurate, although there may be occasional major and some minor errors, especially in attempts at more complex structures. • Verbs and tense formations are secure.
4	4	<ul style="list-style-type: none"> • The response is generally accurate with several major and minor errors, usually in attempts at more complex structures. • Verbs and tense formations are generally correct.
3	3	<ul style="list-style-type: none"> • The response is reasonably accurate. There are major and minor errors in both simple and complex structures. • Verb and tense formations are sometimes correct.
2	2	<ul style="list-style-type: none"> • The response is more inaccurate than accurate. There are frequent major and minor errors. • Verb and tense formations are often incorrect.
1	1	<ul style="list-style-type: none"> • The response is mostly inaccurate. There are major and minor errors in all sentences. • Verb and tense formations are nearly always incorrect.
0	0	The accuracy of language produced does not meet the standard required for a mark at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

More guidance on application of the assessment criteria can be found in the mark scheme for Paper 4.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Spanish	Foundation tier	8692F	FKS
	Higher tier	8692H	FKS

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 610/3530/0.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit [aqa.org.uk/access](https://www.aqa.org.uk/access) or email accessarrangementsqueries@aca.org.uk

5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email privatecandidates@aca.org.uk

6 Appendix 1: Sound symbol correspondences

Examples of words demonstrating the sound symbol correspondences (SSC).

Sound symbol correspondence	Example 1	Example 2
a	alto	antes
o	dos	cinco
e	español	medio
i	idea	iglesia
u	universidad	instituto
ll	llamar	calle
ch	leche	ocho
ca	casa	chica
co	coche	cocina
cu	escuchar	concurso
cu + vowel	cuerpo	cuidado
ce	cerca	doce
ci	concierto	diecisiete
z	zona	manzana
que	porque	querer
qui	tranquilo	equilibrado
ga	ganar	gato
go	largo	tengo
gu	preguntar	alguno
ge	gente	imagen
gi	gimnasio	región
gue	hamburguesa	juguete (Higher tier only)
gui	guitarra	seguir
j	ojo	naranja
ñ	mañana	cumpleaños
v	verde	verdad
-r-, -r	pero	hablar

Sound symbol correspondence	Example 1	Example 2
rr, r-, -r-	cerrar	sonreír
silent h	hospital	hoy

7 Appendix 2: Foundation tier vocabulary

part of speech	Headword	English equivalent	Tier F	Selection principle
det	el	the (m)	F	R
det	la*	the (f)	F	R
det	los*	the (mpl)	F	R
det	las*	the (fpl)	F	R
prep	de	of, from	F	R
prep	del	of the (m, sing)	F	R
pron	que*	who, that (subj)	F	R
conj	que**	that	F	R
conj	y	and	F	O
prep	en	in, on	F	O
det	un	a/an (m)	F	R
det	una	a/an (f)	F	R
det	unos	some (mpl)	F	R
det	unas	some (fpl)	F	R
v	ser	(to) be (trait) being (trait)	F	R
v	soy	(I) am (trait)	F	R
v	eres	(you (sing informal)) are (trait)	F	R
v	es	(she, he, it, one) is (trait) (you (sing formal)) are (trait)	F	R
v	somos	(we) are (trait)	F	R
v	sois	(you (pl informal)) are (trait)	F	R
v	son	(they) are (trait) (you (pl formal)) are (trait)	F	R
v	¡Sé...!	Be...! (sing informal)	F	R

v	fui	(I) went (I) was (trait)	F	R
v	fuiste	(you (sing informal)) went (you (sing informal)) were (trait)	F	R
v	fue	(she, he, it, one) went (you (sing formal)) went (she, he, it, one) was (trait) (you (sing formal)) were (trait)	F	R
v	fuimos	(we) went (we) were (trait)	F	R
v	fuisteis	(you (pl informal)) went (you (pl informal)) were (trait)	F	R
v	fueron	(they) went (you (pl formal)) went they were (trait) (you (pl formal)) were (trait)	F	R
v	era	(I, she, he, it, one) was (trait) (I, she, he, it, one) used to be (trait) (you (sing formal)) were (trait) (you (sing formal)) used to be (trait)	F	R
v	eras	(you (sing informal)) were (trait) (you (sing informal)) used to be (trait)	F	R
prep	a	to, at	F	R
prep	al	to the (m, sing)	F	R
pron	él	he (subj)	F	R
pron	ellos	they (m, mixed gender) (subj)	F	R
adv	no	no, not	F	R

det	su	his, her, its, one's, your (formal), their	F	R
v	haber	(to) have (done something) (aux)	F	R
v	he (+pp)	(I) have (+pp)	F	R
v	has (+pp)	(you (sing informal)) have (+pp)	F	R
v	ha (+pp)	(she, he, it, one) has (+pp) (you (sing formal)) have (+pp)	F	R
v	hemos (+pp)	(we) have (+pp)	F	R
v	habéis (+pp)	(you (pl informal)) have (+pp)	F	R
v	han (+pp)	(they) have (+pp) (you (pl formal)) have (+pp)	F	R
v	había	there was there were there used to be	F	R
v	hay	there is there are	F	R
v	habrá	there will be there is going to be	F	R
v	habría	there would be	F	R
prep	con	with	F	O
prep	por	around, because of, by, for, through	F	O
adv	¿Por qué?	Why?	F	R
prep	para, para (+ infinitive)	for, in order to (+ verb)	F	R
pron	lo	him, it (m) (obj)	F	R
pron	los**	them (m) (obj)	F	R
v	tener	(to) have having	F	R
v	tengo	(I) have (I) am having	F	R

v	tienes	(you (sing informal)) have (you (sing informal)) are having	F	R
v	tiene	(she, he, it, one) has (she, he, it, one) is having (you (sing formal)) have (you (sing formal)) are having	F	R
v	tienen	(they) have (they) are having (you (pl formal)) have (you (pl formal)) are having	F	R
v	tuve	(I) had	F	R
v	tenía	(I, she, he, it, one) had (I, she, he, it, one) used to have (I, she, he, it, one) was having (you (sing formal)) had (you (sing formal)) used to have (you (sing formal)) were having	F	R
v	tenías	(you (sing informal)) had (you (sing informal)) used to have (you (sing informal)) were having	F	R
v	tendré	(I) will have (I) am going to have	F	R
v	tendría	(I) would have	F	R
v	¡Ten...!	Have...! (sing informal)	F	R
conj	como	like, as	F	O
v	estar	(to) be (state, location) being (state, location)	F	R

v	estoy	(I) am (state, location) (I) am being (state, location)	F	R
v	estás	(you (sing informal)) are (state, location) (you (sing informal)) are being (state, location)	F	R
v	está	(she, he, it, one) is (state, location) (she, he, it, one) is being (state, location) (you (sing formal)) are (state, location) (you (sing formal)) are being (state, location)	F	R
v	están	(they) are (state, location) (they) are being (state, location) (you (pl formal)) are (state, location) (you (pl formal)) are being (state, location)	F	R
v	estuve	(I) was (state, location)	F	R
v	estaba	(I, she, he, it, one) was (state, location) (I, she, he, it, one) used to be (state, location) (you (sing formal)) were (state, location) (you (sing formal)) used to be (state, location)	F	R

v	estabas	(you (sing informal)) were (state, location) (you (sing informal)) used to be (state, location)	F	R
pron	me	me (obj) (to) me (indirect obj) myself (reflex)	F	R
adv	más (...que)*	adv + -er (...than), more (...than)	F	R
adj	más (...que)**; más de (+ num)	adj + -er (...than), more (...than); more than (+ num)	F	R
det	este	this (m)	F	R
det	esta	this (f)	F	R
det	estos, estas	these (m) (f)	F	R
pron	le	him (m) (obj) (to) him, (to) her, (to) it (indirect obj)	F	R
pron	les	(to) them (m, f) (indirect obj)	F	R
v	hacer	(to) do, make doing, making	F	R
v	hago	(I) do, make (I) am doing, am making	F	R
v	hice	(I) did, made	F	R
v	hizo	(she, he, it, one) did, made (you (sing formal)) did, made	F	R
v	haré	(I) will do, will make (I) am going to do, am going to make	F	R
v	haría	(I) would do, would make	F	R
v	¡Haz!	Do!, Make! (sing informal)	F	R

pron	se	himself, herself, itself, oneself, yourself (formal) (reflex)	F	R
pron	yo	I (subj)	F	R
conj	o	or	F	O
conj	pero	but	F	R
v	decir	(to) say, tell saying, telling	F	R
v	dije	(I) said, told	F	R
v	¡Di!	Say!, Tell! (sing informal)	F	R
v	poder	(to) be able to, can being able to	F	R
v	pude	(I) could, was able to	F	R
v	podré	(I) will be able to (I) am going to be able to	F	R
v	podría	(I) would be able to, could	F	R
v	ir	(to) go going	F	R
v	voy	(I) go (I) am going	F	R
v	vas	(you (sing informal)) go (you (sing informal)) are going	F	R
v	va	(she, he, it, one) goes (she, he, it, one) is going (you (sing formal)) go (you (sing formal)) are going	F	R
v	vamos	(we) go (we) are going	F	R
v	vais	(you (pl informal)) go (you (pl informal)) are going	F	R

v	van	(they) go (they) are going (you (pl formal)) go (you (pl formal)) are going	F	R
v	iba	(I, she, he, it, one) used to go (I, she, he, it, one) was going you (sing formal) used to go (you (sing formal)) were going	F	R
v	ibas	(you (sing informal)) used to go (you (sing informal)) were going	F	R
v	¡Ve!	Go! (sing informal)	F	R
det	ese	that (m)	F	R
det	esa	that (f)	F	R
det	esos, esas	those (m) (f)	F	R
det	otro	other, another	F	R
conj	si	if, whether	F	O
det	mi	my	F	R
v	ver	(to) see, watch seeing, watching	F	R
v	veo	(I) see (I) am seeing	F	O
v	veía	(I, she, he, it, one) used to see, used to watch (I, she, he, it, one) was seeing, was watching (you (sing formal)) used to see, used to watch (you (sing formal)) were seeing, were watching	F	R

v	veías	(you (sing informal)) used to see, used to watch were seeing, were watching	F	R
adv	ya	already	F	O
conj	porque	because	F	R
adj/adv	mucho(s)	much, a lot (many)	F	O
v	dar	(to) give giving	F	R
v	doy	(I) give (I) am giving	F	O
v	di	(I) gave	F	R
v	diste	(you (sing informal)) gave	F	R
v	dio	(she, he, it, one) gave (you (sing formal)) gave	F	R
v	dimos	(we) gave	F	R
v	disteis	(you (pl informal)) gave	F	R
v	dieron	(they) gave (you (pl formal)) gave	F	R
adv	muy	very, really	F	O
v	saber	(to) know (how to) knowing (how to)	F	R
v	supe	(I) knew	F	O
v	sé	(I) know (how to) (I) am knowing (how to)	F	R
adv	sí	yes	F	O
n (m)	año	year	F	R
pron	te	you (sing informal) (obj) (to) you (sing informal) (indirect obj) yourself (sing informal) (reflex)	F	R
adv	también	also, too, as well	F	O
pron	¿qué?	what?	F	R

det	alguno*	a/an, any (m)	F	R
det	algún	a/an, any (m, before a noun)	F	R
pron	alguno**	one, some (of them) (for plural noun)	F	R
det	tu	your (sing informal)	F	R
prep	sin, sin (+ infinitive)	without, without (+ -ing)	F	R
det	mismo	same	F	R
pron	eso	that (nt)	F	R
pron	cuando	when	F	O
v	querer	(to) want (to), love wanting (to), loving	F	R
v	quise	(I) wanted (to), loved	F	R
v	quisiera	(I) would like (to), would love (formal)	F	R
n (f)	vez; a veces	time (specific occurrence); sometimes	F	O
prep	hasta	up to, as far as, until	F	O
pron	la**	her, it (f) (obj)	F	R
pron	las**	them (f) (obj)	F	R
prep	sobre	on top of, over, about	F	O
prep	entre	between, among	F	O
num	dos	two	F	R
n (m)	día	day	F	O
adj	grande	big, large (m, f) (post-noun)	F	R
adj	gran	big, great (m, f) (pre-noun)	F	R
adv	así	like this, like that	F	O

v	pasar	(to) pass, spend (time), happen I passing, spending (time), happening	F	O
n (f)	cosa	thing	F	O
prep	desde	from, since	F	O
v	deber	(to) have to, must having to	F	R
pron	ella	she (subj)	F	R
pron	ellas	they (f) (subj)	F	R
adv	entonces	then, so	F	O
v	llegar; llegar a (+ infinitive)	(to) arrive I arriving; (to) manage to (+ verb), succeed in (+ verb) I managing (to) (+ verb), succeeding in (+ verb)	F	R
adj/adv	poco(s)	little, not much (few, not many)	F	O
det	nuestro	our	F	R
adv	bien	well	F	R
n (m)	tiempo	time (general), weather	F	O
adv	ahora	now, these days	F	R
adj	primero	first (m)	F	R
adj	primer	first (m) (pre-noun)	F	R
v	creer	(to) believe, think I believing, thinking	F	O
pron	donde	where	F	O
n (f)	vida	life	F	O
v	dejar; dejar de (+ infinitive)	(to) let, leave I letting, leaving; (to) stop (+ing) I stopping (+ing)	F	O
pron	nada, (no) nada	nothing, anything (after negative verb)	F	R

adj/adv	tanto(s)	so much (many) + noun, so much	F	O
v	parecer; parecerse a	(to) seem seeming; (to) look like looking like	F	O
v	hablar	(to) speak, talk speaking, talking	F	R
v	poner; ponerse	(to) put (on) putting (on); (to) get, become (+ adjective) getting, becoming (+ adjective)	F	R
v	puso; me puso	(I) put (on); (I) got, became	F	R
v	pondré; me pondré	(I) will put (on); (I) will get, become (I) am going to put (on); (I) am going to get, become	F	R
v	pondría; me pondría	(I) would put (on); (I) would get, become	F	R
v	¡Pon!	Put (on)! (sing informal)	F	R
adj	nuevo	new, another (pre-noun), new, newly-made (post-noun)	F	O
adv	solo*	only, just	F	O
adv	siempre	always, forever	F	O
n (m)	hombre	man	F	O
v	seguir	(to) follow following	F	O
v	quedar; quedar(se)	(to) arrange to meet, remain, be left arranging to meet, remaining, being left; (to) stay staying	F	O
v	llevar	(to) take, carry, wear, lead taking, carrying, wearing, leading	F	O
v	encontrar	(to) find finding	F	R

adj	bueno	good	F	R
adj	buen	good (m) (pre-noun)	F	R
adv	tan	so (+ adjective)	F	O
v	pensar	(to) think thinking	F	R
n (f)	casa	house	F	R
det	cada	each, every	F	R
n (f)	persona	person	F	O
n (m)	país	country	F	R
pron	algo	something	F	R
pron	esto	this (nt)	F	R
v	volver; volver a	(to) go back, return going back, returning; (to) do again doing again	F	O
pron	usted	you (sing formal) (subj)	F	R
pron	ustedes	you (pl formal) (subj)	F	R
v	salir	(to) go out, leave going out, leaving	F	R
v	¡Sal!	Go out! Leave! (sing informal)	F	R
adv	después	after, afterwards	F	O
adj	mejor*	better, best	F	R
adv	mejor**	better	F	R
adv	menos (...que)*	less (...than)	F	R
adj	menos (...que)**; menos de (+ num)	less (...than), fewer (...than); fewer than (+ num)	F	R
v	venir	(to) come coming	F	R
v	vine	(I) came	F	R
v	¡Ven!	Come! (sing informal)	F	R
n (f)	mujer	woman, wife	F	O

n (m)	momento; de momento	moment; at the moment	F	O
v	llamar; llamarse	(to) call, name calling, naming; (to) be called being called	F	R
n (m)	mundo	world	F	O
v	mirar	(to) look, watch looking, watching	F	O
conj	mientras	while, whilst	F	O
v	conocer	(to) know (person, place), meet (for the first time) knowing (person, place), meeting (for the first time)	F	R
adv	aquí	here	F	O
conj	aunque	although, even though	F	O
v	tomar	(to) take, have, drink taking, having, drinking	F	O
num	tres	three	F	R
n (f)	mano	hand	F	O
v	sentir; sentirse	(to) feel, sense feeling, sensing; (to) feel (+ adj) feeling (+ adj)	F	O
n (f)	gente	people	F	R
adv	¿cuándo?	when?	F	R
prep	durante	during	F	O
n (m)	hijo	son, child (m)	F	R
v	vivir	(to) live living	F	O
n (m)	lugar	place, position	F	O
n (m)	problema	problem	F	O
adv	luego	then, later	F	O
adv	¿cómo?	how?	F	R
n (m)	trabajo	work, job, effort	F	O
adj	mayor	larger, older, main	F	O

adv	además	also, as well, besides	F	O
v	acercarse	(to) come closer coming closer	F	O
v	esperar	(to) wait (for), hope (for), expect waiting (for), hoping (for), expecting	F	O
adv	nunca, (no) nunca	never	F	R
adj	cierto	certain, sure, true	F	O
n (f)	hora	hour, time (specific)	F	O
adv	¿dónde?	where?	F	R
n (m)	padre; padres	father; parents	F	O
v	gustar	(to) please, be pleasing (to) pleasing, being pleasing (to)	F	O
n (f)	noche; por la noche; esta noche	night, evening; at night, in the evening; tonight	F	O
pron	nosotros	we (m, mixed gender) (subj)	F	R
pron	nosotras	we (f) (subj)	F	R
adv	casi	almost, nearly	F	O
adv	hoy	today, nowadays	F	O
n (m)	tipo	type, kind	F	O
n (m)	ojo	eye	F	R
adj	importante	important, influential	F	R
n (m)	niño	child, little boy	F	O
v	trabajar	(to) work working	F	O
v	empezar	(to) begin, start beginning, starting	F	O
n (f)	verdad	truth	F	O
prep	contra; en contra	against, opposite; in opposition, against	F	O

n (f)	ciudad	city, town	F	O
v	buscar	(to) look for, fetch looking for, fetching	F	O
n (m)	fin; por fin	end; finally, at last	F	O
pron	tú	you (sing informal) (subj)	F	R
n (f)	historia	history, story	F	O
n (m)	ejemplo	example	F	O
adj	último	last, final	F	O
adv	antes	before	F	O
num	mil	thousand	F	O
n (f)	palabra	word	F	O
v	perder; perderse	(to) lose, miss losing, missing; (to) get lost getting lost	F	R
n (f)	cuenta	bill, account	F	O
adv	allí	there, over there	F	R
v	escribir	(to) write writing	F	R
n (m)	grupo	group	F	O
n (m)	señor	Mr., man, Sir, gentleman	F	O
adj	pequeño	little, small, young	F	R
n (f)	agua	water	F	O
pron	nadie, (no) nadie	nobody, no one, anybody (after negative verb), anyone (after negative verb)	F	R
v	entrar	(to) enter, go in entering, going in	F	O
n (m)	arte	art	F	O
v	leer	(to) read reading	F	O
n (m)	amigo	friend	F	O
v	recordar	(to) remember, recall, remind remembering, recalling, reminding	F	O

v	morir	(to) die dying	F	O
adj	único	only (m) (pre-noun), unique (post-noun)	F	R
n (m)	lado	side	F	O
n (m)	nombre	name	F	O
v	recibir	(to) receive receiving	F	O
v	pedir	(to) ask for asking for	F	R
v	permitir; permitirse	(to) allow, permit allowing, permitting; (to) afford affording	F	O
v	preguntar	(to) ask (a question) asking (a question)	F	R
adj	social	social	F	O
adj	segundo	second (m) (pre- and post-noun)	F	R
adj	viejo	old, longstanding (pre-noun), old, elderly (post-noun)	F	O
n (f)	madre	mother	F	O
v	entender; entenderse	(to) understand understanding; (to) get on getting on	F	O
n (m)	libro	book	F	R
adj	alto	tall, high, loud (volume)	F	R
n (m)	cuerpo	body	F	R
n (f)	familia	family	F	O
v	comenzar	(to) start, begin starting, beginning	F	O
v	presentar	(to) introduce, present introducing, presenting	F	O
prep	según	according to	F	O

v	crear	(to) create creating	F	O
n (m)	tema	issue, subject, matter	F	O
num	cuatro	four	F	O
n (m)	pueblo	village, small town	F	O
v	producir	(to) produce, cause producing, causing	F	O
v	abrir; abrirse	(to) open, unwrap opening, unwrapping; (to) open up opening up	F	O
n (f)	idea	idea	F	R
num	millón	million	F	O
v	caer; caerse	(to) fall falling; (to) fall over falling over	F	O
n (f)	voz	voice	F	O
v	terminar	(to) finish, end finishing, ending	F	O
v	oír	(to) hear hearing	F	O
v	cambiar; cambiarse	(to) change changing; (to) get changed getting changed	F	O
det	ninguno*	no, not...any (m)	F	R
pron	ninguno**, (no) ninguno**	no-one, none, (a single) one (after negative verb), anyone (after negative verb)	F	R
det	ningún	no, not...any (m, before a noun)	F	R
n (f)	tierra	earth, land, ground	F	O
adj	español	Spanish	F	R
n (f)	cabeza	head (body part)	F	O

v	mantener	(to) keep, maintain keeping, maintaining	F	O
n (f)	calle	street	F	O
n (f)	relación	relationship	F	O
v	sacar	(to) take out, get, obtain taking out, getting, obtaining	F	O
n (f)	puerta	door	F	O
intj	gracias	thanks, thank you	F	O
v	necesitar	(to) need needing	F	O
n (f)	luz	light, electricity	F	R
n (m)	paso	step, pace, religious image carried in Holy Week processions	F	O
adj	general	general	F	O
v	escuchar	(to) listen (to) listening (to)	F	R
n (m)	amor	love	F	O
num	cinco	five	F	O
n (f)	situación	situation	F	R
n (m)	mes	month	F	O
pron	¿quién(es)?	who? (m, f)(pl)	F	R
adj	diferente	different	F	O
v	ganar	(to) win, earn winning, earning	F	R
n (m)	estudio	study, learning, studio	F	O
adj	largo	long	F	R
n (f)	semana	week	F	O
n (m)	partido	(sports) match, (political) party	F	O
v	explicar	(to) explain explaining	F	O
n (f)	razón	reason	F	O

adj	negro	black	F	O
adj/adv	bastante	quite (+ adjective), quite a lot, enough	F	O
n (m)	efecto	effect	F	O
n (mpl)	servicios	toilets	F	O
v	servir	(to) serve serving	F	O
n (f)	empresa	company, business, firm	F	O
n (m)	centro	centre, middle	F	O
v	usar	(to) use using	F	O
n (m)	cambio; en cambio	change; on the other hand, whereas	F	O
n (f)	clase	class, kind, type, classroom, lesson	F	O
n (m)	animal	animal	F	O
n (m)	número	number	F	O
n (f)	información	information	F	O
v	tocar	(to) touch, play (instrument) touching, playing (instrument)	F	O
v	ayudar	(to) help helping	F	O
adj	público	public, audience	F	O
v	mostrar	(to) show showing	F	O
v	estudiar	(to) study studying	F	O
n (m)	hermano	brother	F	O
n (m)	sentido	sense, meaning	F	O
n (m)	principio	beginning, start	F	O
n (m)	programa	programme	F	O
n (f)	música	music	F	O
v	traer	(to) bring bringing	F	R
v	traigo	(I) bring (I) am bringing	F	O

v	traje	(I) brought	F	R
n (m)	campo	countryside, pitch, field	F	O
v	correr	(to) run running	F	O
n (f)	actividad	activity	F	O
adv	quizás	perhaps, maybe	F	O
pron	alguien	someone	F	R
v	comer	(to) eat eating	F	R
adj	siguiente	following, next	F	O
n (f)	sociedad	society	F	O
v	levantar; levantarse	(to) raise raising; (to) get up getting up	F	O
v	jugar	(to) play (sport/ game) playing (sport/game)	F	O
v	juego	(I) play (I) am playing	F	O
v	juegas	(you) play (you) are playing	F	O
v	juega ¡juega!	(she, he, it, one) plays (she, he, it, one) is playing (you (sing formal)) play Play! (you (sing informal))	F	O
v	juegan	(they) play (they) are playing	F	O
n (m)	color	colour	F	O
n (f)	zona	area, zone	F	R
adj	mal*	bad (m) (pre- noun)	F	R
adv	mal**	badly	F	R
v	comprar	(to) buy, purchase buying, purchasing	F	O
adj	necesario	necessary, required	F	O
n (m)	dinero	money	F	O
n (m)	pie; a pie	foot; on foot	F	O

n (m)	final	end, ending	F	O
v	decidir	(to) decide deciding	F	O
adj	blanco	white	F	O
n (m)	equipo	team, equipment	F	O
adj	difícil	difficult, hard	F	O
v	pagar	(to) pay (for) paying (for)	F	O
adj	principal	main, principal	F	O
n (m)	proyecto	project, plan	F	O
n (m)	sol	sun	F	O
n (f)	imagen	image, picture	F	O
adj	varios	several, various	F	O
n (f)	universidad	university	F	R
n (m)	interés	interest	F	O
n (f)	mayoría	majority	F	O
n (f)	tarde; por la tarde	afternoon, evening; in the afternoon, in the evening	F	O
n (m)	papel	paper, role, part	F	O
n (m)	producto	product	F	O
adj	medio	half, middle, average	F	O
v	continuar	(to) continue continuing	F	O
adj	rico	rich, wealthy, tasty	F	R
n (m)	aire	air	F	O
n (f)	mañana; por la mañana	morning; in the morning	F	O
v	dormir; dormirse	(to) sleep sleeping; (to) fall asleep falling asleep	F	O
n (f)	acción	action, act	F	O
adj	seguro	safe, sure, secure	F	R
n (f)	vista	view, sight	F	O
n (m)	juego	game	F	O

v	subir	(to) go up, upload going up, uploading	F	O
v	intentar	(to) try, attempt (to) trying, attempting (to)	F	O
v	descubrir	(to) discover discovering	F	O
v	olvidar; olvidarse de	(to) forget forgetting	F	O
n (f)	experiencia	experience	F	O
n (f)	edad	age	F	O
v	andar	(to) walk walking	F	O
adj	malo	bad	F	O
n (m/f)	joven	teenager, young person	F	O
n (f)	escuela	(primary) school	F	O
num	uno	one	F	O
v	nacer	(to) be born being born	F	O
adj	posible	possible	F	O
v	aprender	(to) learn learning	F	O
n (f)	serie	series	F	O
v	aceptar	(to) accept accepting	F	O
adj	fuerte	strong	F	O
adj	especial	special	F	O
n (f)	iglesia	church	F	O
num	seis	six	F	O
num	ciento	one hundred (and ...)	F	O
n (f)	falta	lack, shortage, mistake	F	O
n (f)	especie	species	F	O
adj	real	royal, real	F	R
pron	¿cuál(es)?	which? (m, f)(pl)	F	R

adj	antiguo	former (pre-noun), old, ancient (pre and post-noun)	F	O
n (m)	santo	saint, saint's day	F	O
num	diez	ten	F	O
adj	tercer	third (m) (pre-noun)	F	R
adj	tercero	third (m)	F	R
n (m)	espacio	space, room	F	O
adj	bajo	short, low	F	O
n (m)	aspecto	aspect	F	O
adv	tarde	late	F	O
n (m)	artículo	article, product, item	F	O
n (m)	sueño	dream, sleep	F	O
v	responder	(to) reply, respond, answer replying, responding, answering	F	O
adj	próximo	next	F	O
adj	menor	younger, youngest	F	O
n (f)	cultura	culture	F	O
n (m)	uso	use	F	O
det	todo	all, the whole	F	R
pron	todo	everything, all of it	F	O
adj	libre	free, vacant	F	O
n (m)	corazón	heart	F	O
n (m)	sitio (web)	place, site (website)	F	O
n (m)	minuto	minute	F	O
n (m/f)	mar	sea	F	O
n (f)	carrera	career, (university) degree course, race	F	O

v	bajar	(to) go down, get off, download, lower going down, getting off, downloading, lowering	F	O
n (m)	mercado	market	F	O
n (f)	educación	education	F	O
n (m)	miedo	fear	F	O
adj	pobre	poor, unfortunate (pre-noun), without money (post-noun)	F	O
adj/adv	demasiado(s)	too much (many) + noun, too much, too + adjective	F	O
v	evitar	(to) avoid, prevent avoiding, preventing	F	R
n (m)	río	river	F	O
adj	actual	current	F	O
n (m/f)	profesor	teacher	F	R
n (m)	resultado	result	F	O
v	importar	(to) matter, be important mattering, being important	F	O
n (f)	pregunta	question	F	O
n (f)	señora	Mrs., lady	F	O
v	repetir	(to) repeat repeating	F	O
n (m)	autor	writer, author	F	O
n (m)	favor; por favor; a favor	favour; please, excuse me; in favour	F	O
n (m)	viaje	trip, journey	F	O
v	cerrar	(to) close closing	F	R
n (m)	resto	rest, remainder	F	O
n (f)	comunidad	community	F	O
n (f)	mesa	table	F	O
v	vender	(to) sell selling	F	O

n (f)	organización	organisation	F	O
n (m)	peso	weight, peso (currency)	F	O
n (f)	diferencia	difference	F	O
adj	rojo	red	F	O
v	acordar; acordarse	(to) agree on, remind agreeing on, reminding ; (to) remember remembering	F	O
n (m)	miembro	member	F	O
n (f)	película	film, movie	F	O
n (f)	región	region	F	O
n (m/f)	compañero	classmate, group member, colleague, companion	F	O
n (m)	precio	price, cost, value	F	O
adj	francés	French	F	R
n (f)	oportunidad	opportunity, chance	F	O
v	preparar	(to) prepare preparing	F	O
intj	vale	ok	F	O
v	interesar	(to) interest interesting	F	R
n (f)	opinión	opinion, view	F	O
v	compartir	(to) share sharing	F	O
pron	¿cuánto(s)?, ¿cuánta(s)?	how much, how many? (m), how much, how many? (f)	F	R
n (f)	capital	capital (city)	F	O
adj	inglés	English	F	O
adj	fácil	easy	F	R
n (f)	lengua	tongue, language	F	O
v	mandar	(to) send, order sending, ordering	F	O
n (f)	decisión	decision	F	O

n (m/f)	director	headteacher, director, manager	F	O
v	participar	(to) participate participating	F	O
n (f)	causa	cause	F	O
n (m)	personaje	character (in book, film)	F	O
n (f)	página	page	F	O
n (m)	esfuerzo	effort	F	O
num	siete	seven	F	O
n (f)	enfermedad	illness, disease	F	O
n (m)	teatro	theatre, drama	F	O
v	construir	(to) build building	F	O
n (f)	cama	bed	F	O
v	enseñar	(to) teach, show teaching, showing	F	O
n (f)	salud	health	F	O
adj	interesante	interesting	F	O
adv	ayer	yesterday	F	O
n (m)	cielo	sky, heaven	F	O
n (f)	niña	child, young girl	F	O
n (m)	norte	north	F	O
n (m)	plan	plan	F	O
n (f)	carta	letter, menu	F	O
n (m)	colegio	(secondary) school	F	O
n (m/f)	policía	police, police officer (m)	F	O
n (f)	compañía	company	F	O
num	ocho	eight	F	O
n (m)	tamaño	size, dimension	F	O
n (f)	dirección	address, direction	F	O
v	aumentar	(to) increase increasing	F	O
adj	responsable	responsible	F	O
v	casarse	(to) get married getting married	F	O

n (f)	prueba	test, trial, proof	F	O
n (m)	cuarto	quarter (used in time expressions), room	F	O
adj	abierto	open, unlocked	F	O
n (m)	julio	July	F	O
n (f)	importancia	importance	F	O
n (m)	sur	south	F	O
n (f)	energía	energy, power	F	O
v	apoyar	(to) support supporting	F	O
v	quitar; quitarse	(to) remove, take away removing, taking away; (to) take off (clothes) taking off (clothes)	F	O
v	contestar	(to) answer, reply, respond answering, replying, responding	F	O
n (f)	piel	skin	F	O
v	depender	(to) depend depending	F	O
adj	lleno	full	F	O
v	tirar	(to) throw, pull throwing, pulling	F	O
v	guardar	(to) keep, save keeping, saving	F	O
n (m)	negocio	business	F	O
v	gritar	(to) shout shouting	F	O
n (m/f)	médico	doctor	F	O
n (m)	domingo	Sunday	F	O
adj	peor*	worse, worst	F	R
adv	peor**	worse	F	R
v	vestir; vestirse	(to) dress dressing; (to) get dressed getting dressed	F	O

adj	físico	physical	F	R
adj	cubano	Cuban	F	O
v	enviar	(to) send sending	F	O
n (m/f)	modelo	model	F	O
v	parar	(to) stop (person, vehicle) stopping (person, vehicle)	F	O
n (m)	rey	king	F	O
n (m)	éxito	success	F	O
n (f)	naturaleza	nature	F	O
v	preferir	(to) prefer preferring	F	O
adj	cultural	cultural	F	O
v	cantar	(to) sing singing	F	O
n (m)	futuro	future	F	O
adj	europeo	European	F	O
n (f)	suerte	luck, fortune	F	O
n (f)	ventana	window	F	O
n (m/f)	jefe	boss, manager, leader	F	O
n (m)	chico	boy	F	O
n (m)	banco	(financial) bank, bench	F	O
n (m)	ambiente	atmosphere, environment	F	O
v	romper	(to) break breaking	F	O
n (f)	novela	novel	F	O
n (f)	ciencias	science(s)	F	O
n (f)	flor	flower	F	O
adj	duro	hard, resilient	F	O
adj	común	common	F	O
n (f)	pena	sadness, shame, pity, trouble	F	O
n (f)	red (Red)	network (Internet), net (fishing)	F	O

n (f)	economía	economy, economics	F	O
n (m)	árbol	tree	F	O
v	cuidar	(to) take care of taking care of	F	O
n (f)	fecha	date (in calendar), day	F	O
adj	conocido	known, well- known	F	O
adj	alemán	German	F	O
v	salvar	(to) save, rescue saving, rescuing	F	O
n (m)	extranjero	abroad, foreigner (m)	F	O
n (f)	entrada	entrance, admission ticket	F	O
n (f)	planta	plant, floor	F	O
n (f)	hija	daughter, child (f)	F	R
n (m)	recuerdo	memory, souvenir	F	O
v	costar	(to) cost, be hard costing, being hard	F	O
v	funcionar	(to) function, work functioning, working	F	O
n (f)	pared	(interior) wall	F	O
adj	suficiente	sufficient, enough	F	O
n (f)	ropa	clothes, clothing	F	O
n (f)	abuela	grandmother	F	O
n (f)	ayuda	help	F	O
adj	popular	popular	F	O
v	visitar	(to) visit visiting	F	O
n (m/f)	estudiante	student	F	R
n (f)	fiesta	party, festival	F	O
n (m)	metro	underground, tube, metro, metre	F	O
adv	mañana	tomorrow	F	R

n (m)	rato	moment, while, time	F	O
v	separar; separarse	(to) separate separating; (to) separate (of a couple) separating (of a couple)	F	O
n (f)	plaza	square	F	O
n (m/f)	vecino	neighbour	F	R
n (f)	isla	island	F	O
adj	azul	blue	F	O
adj	verde	green	F	R
n (m)	carácter	personality, character	F	O
n (m)	viento	wind	F	O
n (m/f)	artista	artist, performer	F	R
n (m)	contacto	contact	F	O
num	veinte, veinti-	twenty	F	O
v	invitar	(to) invite inviting	F	O
adj	religioso	religious	F	O
n (f)	tele, televisión	TV, television	F	O
v	recoger	(to) pick up, collect, tidy up picking up, collecting, tidying up	F	O
num	treinta	thirty	F	O
adj	histórico	historic, historical	F	O
adv	lejos	far (away)	F	O
n (f)	mitad	half, middle	F	O
n (f)	actitud	attitude	F	O
n (m)	apoyo	support, backing	F	O
n (m)	mensaje	message	F	O
adj	mexicano	Mexican	F	O
v	preocupar; preocuparse por	(to) worry, be a worry worrying, being a worry; (to) worry about worrying about	F	O

v	mejorar	(to) improve, make better improving, making better	F	O
adj	serio	serious	F	O
n (m)	edificio	building	F	O
n (f)	noticia	news	F	O
n (f)	carne	meat	F	O
adj	moderno	modern	F	O
n (m)	alumno	student, pupil	F	O
n (m/f)	escritor	writer	F	O
n (m)	teléfono	phone, telephone	F	O
v	resolver	(to) solve, resolve solving, resolving	F	O
adj/adv	rápido	quick, fast	F	O
adj	civil	civil	F	O
n (m)	pelo	hair	F	O
n (m)	riesgo	risk	F	O
v	afectar; afectarse	(to) affect affecting; (to) be moved being moved	F	O
n (f)	foto	photo, picture	F	O
v	reducir	(to) reduce reducing	F	O
n (m)	fuego	fire	F	O
v	celebrar; celebrarse	(to) celebrate celebrating; (to) hold (an event) holding (an event)	F	O
n (m)	error	error, mistake	F	O
n (m)	perro	dog	F	O
n (m)	piso	flat, apartment, floor (of building)	F	O
adj	bonito	pretty, nice, beautiful	F	O
n (f)	pareja	couple, partner	F	O

v	despertar; despertarse	(to) wake (someone) (up) waking (someone) (up); (to) wake (up) waking (up)	F	O
n (f)	costa	coast	F	O
v	causar	(to) cause causing	F	O
adj	grave	serious, grave	F	O
v	viajar	(to) travel travelling	F	O
n (f)	cámara	camera	F	O
n (m)	ejército	army	F	O
n (f)	comida	food, meal, lunch	F	O
n (m)	caballo	horse	F	O
adj	feliz	happy, glad, content	F	R
n (m)	mayo	May	F	O
n (m)	consejo	(piece of) advice	F	O
n (f)	revista	magazine	F	O
adj	debido (a)	owing (to), due (to)	F	O
adj	trabajador	hardworking	F	O
n (m)	agosto	August	F	O
adj	pasado	past, last	F	O
n (m)	detalle	detail	F	O
v	disfrutar	(to) enjoy enjoying	F	O
n (m)	barrio	neighborhood, district	F	O
n (m)	sentimiento	feeling, sentiment	F	O
n (m)	calor	heat, hot	F	R
adv	finalmente	finally, at last	F	O
n (m)	cine	cinema	F	O
n (m)	grado	degree (temperature)	F	O
n (fpl)	ganas	desire	F	O

v	probar	(to) taste, try tasting, trying	F	O
n (m)	café	coffee, cafe	F	O
num	cincuenta	fifty	F	O
n (m)	marido	husband	F	O
n (f)	costumbre	custom, habit, tradition	F	O
n (f)	estrella	star	F	O
n (f)	letra	letter, lyrics	F	O
v	sonreír	(to) smile smiling	F	R
adj	hermoso	beautiful, handsome	F	O
n (f)	canción	song	F	O
n (f)	lluvia	rain	F	O
n (m)	tío	uncle	F	O
n (f)	conversación	conversation	F	O
num	nueve	nine	F	O
n (f)	tarea	task, chore, homework	F	O
adj	famoso	famous, well- known	F	O
n (m)	famoso	celebrity, famous person	F	O
v	conducir	(to) drive driving	F	O
v	coger	(to) take, take hold of, catch taking, taking hold of, catching	F	O
adj	raro	strange, rare	F	O
n (m)	puesto	post, position, stall (market)	F	O
n (f)	vuelta	return, trip, ride	F	O
n (f)	industria	industry	F	O
n (m/f)	jugador	player	F	O
adj	frío	cold	F	O
n (f)	app	app	F	O
adj	optimista	optimistic	F	R
n (m)	periódico	newspaper	F	O

adj	directo	direct, straight	F	O
adj	cristiano	Christian	F	O
adj	argentino	Argentinian	F	O
n (m)	ruido	noise	F	O
n (m)	junio	June	F	O
n (f)	frase	phrase, sentence	F	O
adv	cerca	close, near, nearby	F	R
n (m)	instrumento	instrument	F	O
n (f)	sonrisa	smile	F	O
n (f)	tecnología	technology	F	O
n (m)	hospital	hospital	F	R
v	organizar	(to) organise organising	F	O
adj	corto	short, brief	F	O
n (f)	tradición	tradition	F	O
n (m/f)	cliente	client, customer	F	O
n (m)	abril	April	F	O
n (f)	habitación	room, bedroom	F	O
n (m)	olor	smell, odour	F	O
n (f)	oficina	office	F	O
adj	tranquilo	calm, tranquil, relaxed	F	R
n (f)	caja	box, till (in shop)	F	O
n (m)	puerto	port, harbour	F	O
adj	clásico	classic, classical	F	O
adj	sencillo	simple, easy	F	O
v	beber	(to) drink drinking	F	O
n (f)	escena	scene (of film), stage	F	O
n (m)	premio	prize, reward, award	F	O
num	cuarenta	forty	F	O
adj	enfermo	ill, sick	F	O
n (m)	respeto	respect, regard	F	O
n (f)	violencia	violence	F	O

n (f)	risa	laugh	F	O
adj	muerto	dead	F	O
v	proteger	(to) protect protecting	F	O
n (m)	museo	museum	F	O
adj	perfecto	perfecto	F	O
v	durar	(to) last lasting	F	O
n (m/f)	paciente	patient	F	O
n (m)	habitante	local (person), inhabitant	F	O
n (f)	presión	pressure	F	O
n (f)	chica	girl	F	O
num	doce	twelve	F	O
n (m)	verano	summer	F	O
adv	encima	on top	F	O
n (f)	nota	grade, note, mark	F	O
n (f)	salida	exit, departure	F	O
adj	italiano	Italian	F	O
n (m)	septiembre	September	F	O
n (m)	matrimonio	marriage	F	O
n (m)	idioma	language	F	O
n (m)	ejercicio	exercise	F	O
n (m)	hotel	hotel	F	O
n (m)	diciembre	December	F	O
n (m)	régimen	diet	F	O
n (m)	peligro	danger	F	O
n (f)	intención	intention	F	O
n (m)	enero	January	F	O
n (f)	opción	option, choice	F	O
adj	independiente	independent, self-sufficient	F	O
n (m)	sábado	Saturday	F	O
n (m)	vídeo	video	F	O
adj	seco	dry	F	O
adv	completamente	completely	F	O
adj	positivo	positive	F	O

n (f)	lista	list, (school) register	F	O
n (m)	coche	car	F	R
v	respetar	(to) respect respecting	F	O
n (m)	jardín	garden	F	O
n (m)	patio	yard, playground	F	O
adj	cerrado	closed	F	O
v	encantar	(to) love, delight, be delightful to loving, delighting, being delightful to	F	O
n (f)	tía	aunt	F	O
n (m/f)	abogado	lawyer	F	O
n (f)	cocina	kitchen, cooking, food technology	F	O
num	quince	fifteen	F	O
n (f)	alegría	joy, happiness	F	O
adj	tradicional	traditional	F	O
adj	británico	British	F	O
adj	musical	musical	F	O
n (m)	marzo	March	F	O
n (m/f)	periodista	journalist	F	O
n (m)	dueño	owner, landlord (m)	F	O
n (m)	octubre	October	F	O
intj	hola	hello, hi	F	O
v	recomendar	(to) recommend recommending	F	O
v	aprobar	(to) pass (test) passing (test)	F	O
pron	conmigo	with me	F	O
n (m)	viernes	Friday	F	O
n (f)	hambre	hunger	F	O
v	soñar	(to) dream dreaming	F	O
n (f)	silla	chair, seat	F	O

v	describir	(to) describe describing	F	O
v	comunicar	(to) communicate communicating	F	O
n (f)	marca	make, brand	F	O
adj	activo	active	F	O
v	robar	(to) rob, steal robbing, stealing	F	O
v	destruir	(to) destroy, ruin destroying, ruining	F	O
adj	reciente	recent	F	O
adv	aparte (de)	besides, apart (from)	F	O
n (f)	sorpresa	surprise	F	O
n (f)	temperatura	temperature	F	O
v	discutir	(to) argue, discuss arguing, discussing	F	O
n (m/f)	secretario	secretary	F	O
n (m)	daño	harm, damage	F	O
n (m)	club	club	F	O
n (m)	novio	boyfriend, groom	F	O
v	bailar	(to) dance dancing	F	O
n (f)	juventud	youth	F	O
v	pintar; pintarse	(to) paint painting; (to) put on makeup putting on makeup	F	O
adj	industrial	industrial	F	O
n (f)	religión	religion	F	O
adv	probablemente	probably	F	O
n (m)	baño	bathroom	F	O
n (m)	pan	bread	F	O
n (m)	vino	wine	F	O
adj	chino	Chinese	F	O
n (f)	izquierda	left	F	O

n (m)	parque	park	F	O
n (f)	temporada	season (of sport, music)	F	O
adj	católico	Catholic	F	O
n (m)	diente	tooth	F	O
prep	debajo	underneath, below	F	O
n (m)	lunes	Monday	F	R
adj	triste	sad, unhappy, upset	F	O
v	molestar; molestar	(to) bother, annoy, upset, disturb bothering, annoying, upsetting, disturbing; (to) be offended being offended	F	O
n (f)	regla	rule, ruler	F	O
adj	amarillo	yellow	F	O
n (m)	barco	boat, ship	F	O
n (f)	confianza	confidence, trust	F	O
n (f)	leche	milk	F	R
n (m)	avión	plane, aeroplane	F	O
n (m)	transporte	transport	F	O
n (f)	ventaja	advantage, benefit	F	O
adj	artístico	artistic	F	O
n (f)	estación	station, season (of the year)	F	O
n (f)	moda; de moda	fashion; in fashion, fashionable	F	O
adj	eléctrico	electric	F	O
adj	imposible	impossible	F	O
n (m)	febrero	February	F	O
v	encender	(to) turn on turning on	F	O
n (m)	noviembre	November	F	O
adj	educativo	educational	F	O

n (m)	bosque	forest, wood	F	O
v	montar	(to) ride, set up riding, setting up	F	O
n (m)	empleo	work, job, occupation	F	O
n (m)	primo	cousin	F	O
n (m)	concierto	concert	F	R
n (m)	sexo	sex	F	O
n (f)	montaña	mountain	F	O
adj	correcto	correct, suitable	F	O
n (m)	fútbol	football	F	O
n (f)	medicina	medicine	F	O
n (f)	playa	beach	F	O
n (m)	zapato	shoe	F	O
adj	exacto	exact, true	F	O
n (m)	tren	train	F	O
n (m)	deporte	sport	F	O
adj	fresco	fresh, cool	F	O
adv	rápidamente	quickly	F	R
n (f)	amistad	friendship	F	O
n (f)	profesión	profession	F	O
n (f)	copa	cup, glass	F	O
n (f)	tienda	shop, tent	F	O
n (m)	kilómetro	kilometer	F	O
adj	nervioso	nervous, uptight	F	O
v	callarse	(to) be quiet, quieten down being quiet, quietening down	F	O
n (m)	actor	actor (m)	F	O
n (f)	cifra	figure, number, amount	F	O
n (f)	esquina	(street) corner	F	O
adj	excelente	excellent	F	O
n (f)	personalidad	personality, celebrity	F	O
n (m)	instituto	secondary school	F	O

v	grabar	(to) record I recording	F	O
n (f)	entrevista	interview	F	O
v	tardar	(to) take (time) I taking (time)	F	O
intj	¡Vamos!	Come on! Let's go!	F	O
adj	lento	slow	F	O
adj	peligroso	dangerous	F	O
n (f)	derecha	right	F	O
adj	temprano	early	F	O
n (f)	bolsa	bag	F	O
adv	aun	even, still	F	O
adj	vacío	empty, vacant	F	O
num	sesenta	sixty	F	O
v	besar	(to) kiss I kissing	F	O
v	practicar	(to) practise I practising	F	O
v	comparar	(to) compare I comparing	F	O
adj	falso	false	F	O
n (f)	droga	drug	F	O
n (m)	pájaro	bird	F	O
n (m)	vaso	(drinking) glass	F	O
adj	laboral	(of) work, relating to work	F	O
adj	colombiano	Colombian	F	O
n (f)	biblioteca	library	F	O
n (m)	comportamiento	behaviour	F	O
n (m)	plano	map	F	O
n (m)	espectáculo	show, spectacle	F	O
n (f)	arquitectura	architecture	F	O
v	doler	(to) hurt, be painful I hurting, being painful	F	O
n (m)	correo (electrónico)	mail, post (email)	F	O

v	prohibir	(to) prohibit, forbid I prohibiting, forbidding	F	O
adj	increíble	incredible, unbelievable	F	O
n (m)	delito	crime	F	O
n (m)	jueves	Thursday	F	O
n (m)	accidente	accident	F	O
n (f)	compra(s)	shopping	F	O
n (f)	felicidad	happiness	F	O
n (f)	mentira	lie	F	O
n (m)	clima	climate	F	O
v	lavar; lavarse	(to) wash I washing; (to) have a wash having a wash	F	O
adj	gordo	fat	F	O
n (m)	reloj	clock, watch	F	O
adj	listo	ready (after estar), clever, intelligent (after ser)	F	R
n (m)	paisaje	landscape	F	O
n (m)	traje	suit, costume	F	O
n (m)	segundo	second	F	O
adv	normalmente	normally	F	O
n (m)	vestido	dress	F	O
n (f)	discusión	discussion, argument	F	O
num	once	eleven	F	O
adj	limpio	clean	F	O
n (m/f)	científico	scientist	F	O
v	limpiar	(to) clean I cleaning	F	O
n (m)	punto	bridge, long weekend	F	O
n (f)	carretera	road	F	O
n (m)	salón	living room	F	O
n (m)	dibujo	drawing, art	F	O

n (m)	gato	cat	F	O
intj	¡Perdón!	Sorry!	F	O
num	cero	zero	F	O
n (f)	oferta	offer	F	O
n (m)	(un) montón	(a) lot of, heap, pile	F	O
n (m)	vuelo	flight	F	O
adv	delante	in front, ahead	F	O
det	vuestro	your (pl informal)	F	R
v	descansar	(to) rest, relax resting, relaxing	F	O
adj	gris	grey	F	O
adj	judío	Jewish	F	O
v	respirar	(to) breathe breathing	F	O
n (m)	empleado	employee	F	O
v	apagar	(to) turn off, extinguish turning off, extinguishing	F	O
adj	justo	fair, just	F	O
n (f)	escalera	stairs, ladder	F	O
adj	negativo	negative	F	O
n (f)	identidad	identity	F	O
n (m)	plato	plate, dish	F	O
adj	caliente	hot, warm	F	O
n (m)	invierno	winter	F	O
n (m)	pantalón	trousers	F	O
n (f)	variedad	variety	F	O
n (m)	miércoles	Wednesday	F	O
adj	cansado	tired, tiring	F	O
n (f)	instalación	facility	F	O
n (m)	cuidado	care, carefulness	F	O
n (f)	reina	queen	F	O
v	votar	(to) vote voting	F	O
v	empujar	(to) push pushing	F	O

n (m/f)	pintor	painter	F	O
v	criticar	(to) criticise criticising	F	O
n (f)	pantalla	screen, monitor	F	O
adj	sucio	dirty	F	O
adj	dulce	sweet	F	O
v	gastar	(to) spend (money) spending (money)	F	O
n (m)	humor	humour, mood	F	O
n (f)	camisa	shirt	F	O
n (f)	botella	bottle	F	O
v	aguantar	(to) put up with, stand putting up with, standing	F	O
v	fumar	(to) smoke smoking	F	O
adj	chileno	Chilean	F	O
adj	perdido	lost	F	O
adj	semejante	similar	F	O
v	pelearse	(to) fight (physically) fighting (physically)	F	O
v	escoger	(to) choose choosing	F	O
adv	claro	of course, clearly	F	O
n (f)	fruta	fruit	F	O
adj	ligero	light (in weight)	F	O
adj	típico	typical	F	O
n (m/f)	ingeniero	engineer	F	O
num	setenta	seventy	F	O
adj	débil	weak	F	O
adj	contento	happy, content, pleased	F	O
n (f)	tarjeta	written card, bank card	F	O
adj	sano	healthy, wholesome	F	O

n (m)	plástico	plastic	F	O
num	ochenta	eighty	F	O
n (m)	regalo	present, gift	F	O
n (m)	templo	temple	F	O
n (m)	huevo	egg	F	O
n (f)	novia	girlfriend, bride	F	O
adj	agradable	pleasant, nice	F	O
n (m)	examen	exam	F	O>
n (m)	azúcar	sugar	F	O>
v	diseñar	(to) design designing	F	O>
n (m)	bebé	baby	F	O>
n (m)	baile	dance	F	O>
adv	detrás	behind	F	O>
adj	deportivo	sporty, sports	F	O>
n (m/f)	músico	musician	F	O>
n (m)	anuncio	advert	F	O>
adj	alegre	cheerful, happy, lively	F	R
n (m)	Internet	internet	F	O>
n (m/f)	cantante	singer	F	O>
v	llover	(to) rain raining	F	O>
adj	práctico	practical, useful	F	O>
n (m)	móvil	mobile phone	F	O>
n (m)	salario	salary	F	O>
adj	barato	cheap	F	O>
adj	caro	expensive	F	O>
n (m)	concurso	competition, quiz	F	O>
n (m)	deberes	homework	F	O>
v	odiar	(to) hate hating	F	O>
pron	vosotros	you (m, mixed gender) (pl informal) (subj)	F	R
pron	vosotras	you (f) (pl informal) (subj)	F	R
n (f)	sed	thirst	F	O>

n (m)	tráfico	traffic	F	O>
adj	cómodo	comfortable	F	O>
adj	delgado	thin, slim	F	O>
n (m)	dormitorio	bedroom	F	O>
n (f)	fábrica	factory	F	O>
n (m)	toro	bull	F	O>
intj	adiós	goodbye	F	O>
n (f)	dieta	diet	F	O>
adj	favorito	favourite	F	O>
adj	feo	ugly	F	O>
adj	tonto	silly	F	O>
adj	ideal	ideal	F	O>
num	catorce	fourteen	F	O>
n (m)	oeste	west	F	O>
n (m)	euro	euro	F	O>
num	noventa	ninety	F	O>
adj	divertido	fun, enjoyable	F	O>
n (f)	boda	wedding	F	O>
n (f)	basura	rubbish, junk	F	O>
n (m)	aeropuerto	airport	F	O>
adj	horrible	horrible	F	O>
n (m)	horario	timetable, schedule	F	O>
n (f)	cena	dinner, evening meal	F	O>
n (m)	castillo	castle	F	O>
n (m)	seguidor	follower	F	O>
n (m)	apellido	surname	F	O>
n (m)	estadio	stadium	F	O>
n (f)	grasa	fat, grease	F	O>
n (m)	ordenador	computer	F	O>
n (m)	restaurante	restaurant	F	O>
n (f)	vacaciones; de vacaciones	holidays; on holiday	F	O>
num	trece	thirteen	F	O>
n (f)	guitarra	guitar	F	R

n (f)	celebración	celebration	F	O>
num	dieciocho	eighteen	F	O>
n (f)	primavera	spring	F	O>
n (f)	falda	skirt	F	O>
adj	musulmán	Muslim	F	O>
n (f)	bebida	drink	F	O>
n (m)	uniforme	uniform	F	O>
n (m/f)	turista	tourist	F	O>
adj	rubio	blond, fair	F	O>
adj	genial	great	F	O>
adv	anoche	last night	F	O>
n (f)	ficción	fiction	F	O>
n (f)	naranja	orange (fruit)	F	O>
n (m)	billete	ticket (for transport)	F	O>
adj	roto	broken, torn	F	O>
v	reservar	(to) book, reserve booking, reserving	F	O>
adj	estupendo	wonderful, marvellous	F	O>
v	cenar	(to) have dinner, tea (evening meal) having dinner, tea (evening meal)	F	O>
n (m)	martes	Tuesday	F	O>
n (f)	contaminación	pollution	F	O>
v	ahorrar	(to) save (time, money) saving (time, money)	F	O>
n (f)	manzana	apple	F	O>
num	quinientos	five hundred (and)	F	O>
adj	simpático	nice, friendly	F	O>
n (m)	cumpleaños	birthday	F	O>
num	dieciséis	sixteen	F	O>
n (m)	enfermero	nurse	F	O>
n (f)	hermana	sister	F	O>

n (m)	desayuno	breakfast	F	O>
n (m)	paro	unemployment, strike	F	O>
num	diecisiete	seventeen	F	O>
n (m)	pescado	fish	F	O>
n (fpl)	matemáticas	maths	F	O>
n (m)	otoño	autumn	F	O>
n (f)	Navidad	Christmas	F	O>
n (f)	actriz	actor (f), actress	F	O>
n (m)	pollo	chicken	F	O>
v	nadar	(to) swim swimming	F	O>
n (f)	bicicleta, bici	bicycle, bike	F	O>
n (m)	autobús	bus	F	O>
v	entrenar; entrenarse	(to) train training; (to) train, go training training, going training	F	O>
adj	casado	married	F	O>
n (f)	geografía	geography	F	O>
adj	gracioso	funny	F	O>
adj	aburrido	bored, boring	F	O>
adj	útil	useful	F	O>
n (f)	recepción	reception	F	O>
n (f)	asignatura	school subject	F	O>
n (f)	maleta	suitcase	F	O>
n (f)	camiseta	t-shirt	F	O>
adj	guapo	good-looking	F	O>
num	diecinueve	nineteen	F	O>
n (f)	sal	salt	F	O>
n (m)	estrés	stress	F	O>
v	repasar	(to) revise, review revising, reviewing	F	O>
v	contaminar	(to) pollute, contaminate polluting, contaminating	F	O>

n (f)	verdura	vegetable	F	O>
adj	animado	lively	F	O>
n (m)	tomate	tomato	F	O>
n (m)	desfile	procession, parade	F	O>
adj	bienvenido	welcome	F	O>
n (f)	piscina	swimming pool	F	O>
n (f)	excursión	trip, excursion	F	O>
n (m)	abuelo	grandfather	F	O>
adj	soltero	single, unmarried	F	O>
n (m)	teclado	keyboard	F	O>
n (m)	acoso	bullying	F	O>
n (fpl)	afueras	outskirts, suburbs	F	O>
n (m)	alojamiento	accommodation	F	O>
n (m)	baloncesto	basketball	F	O>
adj	bi(sexual)	bi(sexual)	F	O>
n (m)	bocadillo	sandwich	F	O>
n (m)	bolígrafo	pen	F	O>
n (f)	camarera	waitress	F	O>
n (m)	camarero	waiter	F	O>
n (m)	camping	camp site, camping	F	O>
n (m)	caramelo	sweet	F	O>
n (m)	cuidador	carer	F	O>
n (f)	desventaja	disadvantage	F	O>
v	divorciarse	(to) get divorced getting divorced	F	O>
adj	emocionante	exciting	F	O>
intj	¡Enhorabuena!	Congratulations!	F	O>
adj	enojado	angry	F	O>
n (f)	ensalada	salad	F	O>
adj	equilibrado	balanced	F	O
n (m)	este	east	F	O>
n (fpl)	gafas	glasses	F	O>
adj	gay	gay	F	O>
n (m)	gimnasio	gym	F	R

adj	gratis	free (of charge)	F	O>
adj	guay	cool	F	O>
n (f)	hamburguesa	burger	F	R
adj	hetero(sexual)	straight, heterosexual	F	O>
n (m/f)	influencer	influencer	F	O>
n (f)	informática	ICT	F	O>
n (m)	jamón	ham	F	O>
adj	joven	young	F	O>
n (f)	madrastra	stepmother	F	O>
adj	marrón	brown	F	O>
n (m)	medioambiente/ medio ambiente	environment, natural world	F	O>
n (f)	mezquita	mosque	F	O>
n (f)	mochila	rucksack, school bag	F	O>
adj	moreno	brown (hair), dark (skin)	F	O>
n (f)	Nochebuena	Christmas Eve	F	O>
num	novecientos	nine hundred (and)	F	O>
adj	online	online	F	O>
n (m)	padrastro	stepfather	F	O>
n (m)	pasado	past	F	O>
n (m)	peluquero	hairdresser	F	O>
adj	perezoso	lazy	F	O>
v	reciclar	(to) recycle recycling	F	O>
n (m)	recreo	break (at school)	F	O>
num	setecientos	seven hundred (and)	F	O>
n (f)	sinagoga	synagogue	F	O>
n (m)	supermercado	supermarket	F	O>
n (f)	tableta	tablet (eg. ipad)	F	O>
n (m)	tatuaje	tattoo	F	O>
n (f)	telerrealidad	reality TV	F	O>
adj	transgénero	transgender	F	O>

n (f)	uva	grape	F	O>
adj	vegano	vegan	F	O>
adj	vegetariano	vegetarian	F	O>
n (m)	videojuego	computer game	F	O>
mwp	lo bueno	the good thing	F	O>
mwp	hay que	you must (general), one must	F/H	R
mwp	tener que	(to) have to, must having to	F/H	R
mwp	hace (+noun)	it is (+ weather noun or adjective)	F/H	R
mwp	se puede	you can (general), one can	F/H	R
mwp	me/te/le gustaría	(I, you, she, he, it, you (sing formal)) would like (informal)	F/H	R
mwp	se necesita	you need (to) (general), one needs (to)	F/H	R
mwp	¿Qué tal?	How are you? (informal), How is ... (someone/ something)?	F/H	O>
mwp	¿Cómo es?	What is it like?	F/H	O>
mwp	patatas fritas	chips, fries	F/H	O>
mwp	lo siento	I'm sorry, I apologise	F/H	O>
mwp	de acuerdo	ok, in agreement	F/H	O>
mwp	tomar el sol	(to) sunbathe sunbathing	F/H	O>
mwp	sin embargo	however	F/H	O>
mwp	buenos días	good morning	F/H	O>
mwp	medios de comunicación	media	F/H	O>
mwp	pasarlo bien/mal	to have a good/bad time	F/H	O>
mwp	centro comercial	shopping centre	F/H	O>
mwp	por eso	so, therefore	F/H	O>

mwp	fin de semana	weekend	F/H	O>
mwp	al aire libre	in the open air, outdoors	F/H	O>
mwp	parque temático	theme park	F/H	O>
mwp	estar en forma	to be fit	F/H	O>
mwp	cambio climático	climate change	F/H	O>
mwp	tan...como	as...as	F/H	R
mwp	plaza de toros	bullring	F/H	C
mwp	fuegos artificiales	fireworks	F/H	C
mwp	dar un paseo	(to) go for a walk, stroll going for a walk, stroll	F/H	C
mwp	Reyes Magos	the Three Kings, the Three Wise Men	F/H	C
n (f)	corrida	bullfight	F/H	C
mwp	Día de Reyes	Epiphany, 6th January	F/H	C
mwp	Día de Muertos	Day of the Dead (Mexican celebration)	F/H	C
mwp	Semana Santa	Easter Week, Holy Week	F/H	C
n (m)	ayuntamiento	Spanish town council, city council, town hall	F/H	C
n (f)	Nochevieja	New Year's Eve	F/H	C
n (f)	paella	paella (dish usually of rice and seafood)	F/H	C
n (fpl)	tapas	small dishes of food, bar snacks	F/H	C
n (m)	disfraz	costume, fancy dress	F/H	C
n (fpl)	Las Fallas	Valencian celebration involving burning of papier mâché models	F/H	C
n (f)	Tomatina	Spanish tomato festival	F/H	C

n (mpl)	Sanfermines	festival in Pamplona involving running of the bulls	F/H	C
n (f)	España	Spain	F/H	C
n (m)	flamenco	flamenco (dance/music from the south of Spain)	F/H	C
n (f)	Sudamérica	South America	F/H	C
n (m)	Bachillerato	Baccalaureate (equivalent to A levels)	F/H	C

R = Required

O = Optional within the top 2000 words

O> = Optional outside the top 2000 words

8 Appendix 3: Higher tier vocabulary

part of speech	Headword	English equivalent	Tier H	Selection principle
det	el	the (m)	H	R
det	la*	the (f)	H	R
det	los*	the (mpl)	H	R
det	las*	the (fpl)	H	R
prep	de	of, from	H	R
prep	del	of the (m, sing)	H	R
pron	que*	who, that, which (subj) (obj)	H	R
conj	que**	that	H	R
pron	lo que	what, that which (subj)	H	R
pron	el que, la que, los que, las que	that, which, who (m, f, mpl, fpl) (subj)	H	R
conj	y	and	H	O
prep	en	in, on	H	O
det	un	a/an (m)	H	R
det	una	a/an (f)	H	R
det	unos	some (mpl)	H	R
det	unas	some (fpl)	H	R
v	ser	(to) be (trait) being (trait)	H	R
v	soy	(I) am (trait) (I) have been (trait)	H	R
v	eres	(you (sing informal)) are (trait) (you (sing informal)) have been (trait)	H	R

v	es	(she, he, it, one) is (trait) (she, he, it, one) has been (trait) (you (sing formal)) are (trait) (you (sing formal)) have been (trait)	H	R
v	somos	(we) are (trait) (we) have been (trait)	H	R
v	sois	(you (pl informal)) are (trait) (you (pl informal)) have been (trait)	H	R
v	son	(they) are (trait) (they) have been (trait) (you (pl formal)) are (trait) (you (pl formal)) have been (trait)	H	R
v	¡Sé...!	Be...! (sing informal)	H	R
v	fui	(I) went (I) was (trait)	H	R
v	fuiste	(you (sing informal)) went (you (sing informal)) were (trait)	H	R
v	fue	(she, he, it, one) went (you (sing formal)) went (she, he, it, one) was (trait) (you (sing formal)) were (trait)	H	R
v	fuimos	(we) went (we) were (trait)	H	R
v	fuisteis	(you (pl informal)) went (you (pl informal)) were (trait)	H	R

v	fuleron	(they) went (you (pl formal)) went they were (trait) (you (pl formal)) were (trait)	H	R
v	era	(I, she, he, it, one) was (trait) (I, she, he, it, one) used to be (trait) (you (sing formal)) were (trait) (you (sing formal)) used to be (trait)	H	R
v	eras	(you (sing informal)) were (trait) (you (sing informal)) used to be (trait)	H	R
v	sea	(I) am (subjunctive, trait) (she, he, it one, is (subjunctive, trait) (you (sing formal)) is (subjunctive, trait)	H	R
v	seas	(you (sing informal)) are (subjunctive, trait)	H	R
prep	a	to, at	H	R
prep	al	to the (m, sing)	H	R
pron	él (a) él	he (subj) (to) him, it (m) (emph)	H	R
pron	ellos (a) ellos	they (m, mixed gender) (subj) (to) them (m, mixed gender) (emph)	H	R
adv	no	no, not	H	R
det	su	his, her, its, one's, your (formal), their	H	R
v	haber	(to) have (done something) (aux)	H	R
v	he (+pp)	(I) have (+pp)	H	R

v	has (+pp)	(you (sing informal)) have (+pp)	H	R
v	ha (+pp)	(she, he, it, one) has (+pp) (you (sing formal)) have (+pp)	H	R
v	hemos (+pp)	(we) have (+pp)	H	R
v	habéis (+pp)	(you (pl informal)) have (+pp)	H	R
v	han (+pp)	(they) have (+pp) (you (pl formal)) have (+pp)	H	R
v	había	there was there were there used to be	H	R
v	hay	there is there are	H	R
v	habrá	there will be there is going to be	H	R
v	habría	there would be	H	R
prep	con	with	H	O
prep	por	around, because of, by (introduce passive agent)	H	R
adv	¿Por qué?	Why?	H	R
prep	para, para (+ infinitive)	for, in order to (+ verb)	H	R
conj	para que	so that, in order that	H	R
pron	(a) mí	(to) me (emph)	H	R
pron	lo*	him, it (m) (obj)	H	R
det	lo**	the (nt)	H	R
pron	los**	them (m) (obj)	H	R
v	tener	(to) have having	H	R
v	tengo	(I) have (I) am having (I) have had (I) have been having	H	R

v	tienes	(you (sing informal)) have (you (sing informal)) are having (you (sing informal)) have had (you (sing informal)) have been having	H	R
v	tiene	(she, he, it, one) has (she, he, it, one) is having (she, he, it, one) has had (she, he, it, one) has been having (you (sing formal)) have (you (sing formal)) are having (you (sing formal)) have had (you (sing formal)) have been having	H	R
v	tienen	(they) have (they) are having (they) have had (they) have been having (you (pl formal)) have (you (pl formal)) are having (you (pl formal)) have had (you (pl formal)) have been having	H	R
v	tuve	(I) had	H	R
v	tenía	(I, she, he, it, one) had (I, she, he, it, one) used to have (I, she, he, it, one) was having (you (sing formal)) had (you (sing formal)) used to have (you (sing formal)) were having	H	R

v	tenías	(you (sing informal)) had (you (sing informal)) used to have (you (sing informal)) were having	H	R
v	tenga	(I) have (subjunctive) (she, he, it, one) has (subjunctive) you (sing formal)) have (subjunctive)	H	R
v	tengas	(you (sing informal)) have (subjunctive)	H	R
v	tendré	(I) will have (I) am going to have	H	R
v	tendría	(I) would have	H	R
v	¡Ten...!	Have...! (sing informal)	H	R
conj	como	like, as	H	O
v	estar	(to) be (state, location) being (state, location)	H	R
v	estoy	(I) am (state, location) (I) am being (state, location) (I) have been (state, location)	H	R
v	estás	(you (sing informal)) are (state, location) (you (sing informal)) are being (state, location) (you (sing informal)) have been (state, location)	H	R

v	está	(she, he, it, one) is (state, location) (she, he, it, one) is being (state, location) (she, he, it, one) has been (state, location) (you (sing formal)) are (state, location) (you (sing formal)) are being (state, location) (you (sing formal)) have been (state, location)	H	R
v	están	(they) are (state, location) (they) are being (state, location) (they) have been (state, location) (you (pl formal)) are (state, location) (you (pl formal)) are being (state, location) (you (pl formal)) have been (state, location)	H	R
v	estuve	(I) was (state, location)	H	R
v	estaba	(I, she, he, it, one) was (state, location) (I, she, he, it, one) used to be (state, location) (you (sing formal)) were (state, location) (you (sing formal)) used to be (state, location)	H	R
v	estabas	(you (sing informal)) were (state, location) (you (sing informal)) used to be (state, location)	H	R

pron	me	me (obj) (to) me (indirect obj) myself (reflex)	H	R
adv	más (...que)*	adv + -er (... than), more (... than)	H	R
adj	más (...que)**; más de (+ num)	adj + -er (...than), more (...than); more than (+ num)	H	R
det	este	this (m)	H	R
det	esta	this (f)	H	R
det	estos, estas	these (m) (f)	H	R
pron	le	him (m) (obj) (to) him, (to) her, (to) it (indirect obj)	H	R
pron	les	(to) them (m, f) (indirect obj)	H	R
v	hacer	(to) do, make doing, making	H	R
v	hago	(I) do, make (I) am doing, am making (I) have been doing, have been making	H	R
v	hice	(I) did, made	H	R
v	hizo	(she, he, it, one) did, made (you (sing formal)) did, made	H	R
v	(aux) ... hecho (pp)	(has, have) done, made	H	O
v	haga	(I) do, make (subjunctive) (she, he, it, one) does, makes (subjunctive) (you (sing formal)) does, makes (subjunctive)	H	R
v	hagas	(you (sing informal)) do, make (subjunctive)	H	R

v	haré	(I) will do, will make (I) am going to do, am going to make	H	R
v	haría	(I) would do, would make	H	R
v	¡Haz!	Do!, Make! (sing informal)	H	R
pron	se	himself, herself, itself, oneself, yourself (formal) (reflex) themselves (reflex) yourselves (formal) (reflex) (to) each other (recip)	H	R
pron	yo	I (subj)	H	R
conj	o	or	H	O
conj	pero	but	H	R
v	decir	(to) say, tell saying, telling	H	R
v	dije	(I) said, told	H	R
v	(aux) ... dicho	(has, have) said, told	H	O
v	¡Di!	Say!, Tell! (sing informal)	H	R
v	diré	(I) will say, will tell (I) am going to say, am going to tell	H	R
v	diría	(I) would say, would tell	H	R
v	poder	(to) be able to, can being able to	H	R
v	pude	(I) could, was able to	H	R
v	podré	(I) will be able to (I) am going to be able to	H	R
v	podría	(I) would be able to, could	H	R

v	ir	(to) go going	H	R
v	voy	(I) go (I) am going (I) have been going	H	R
v	vas	(you (sing informal)) go (you (sing informal)) are going (you (sing informal)) have been going	H	R
v	va	(she, he, it, one) goes (she, he, it, one) is going (she, he, it, one) has been going (you (sing formal)) go (you (sing formal)) are going (you (sing formal)) have been going	H	R
v	vamos	(we) go (we) are going (we) have been going	H	R
v	vais	(you (pl informal)) go (you (pl informal)) are going (you (pl informal)) have been going	H	R
v	van	(they) go (they) are going (they) have been going (you (pl formal)) go (you (pl formal)) are going (you (pl formal)) have been going	H	R
v	iba	(I, she, he, it, one) used to go (I, she, he, it, one) was going you (sing formal) used to go (you (sing formal)) were going	H	R

v	ibas	(you (sing informal)) used to go (you (sing informal)) were going	H	R
v	vaya	(I) go (subjunctive) (she, he, it, one) goes (subjunctive) (you (sing formal)) goes (subjunctive)	H	R
v	vayas	(you (sing informal)) go (subjunctive)	H	R
v	¡Ve!	Go! (sing informal)	H	R
det	ese	that (m)	H	R
det	esa	that (f)	H	R
det	esos, esas	those (m) (f)	H	R
det	otro	other, another	H	R
conj	si	if, whether	H	O
det	mi	my	H	R
v	ver	(to) see, watch seeing, watching	H	R
v	veo	(I) see (I) am seeing	H	O
v	(aux) ... visto	(has, have) seen	H	O
v	veía	(I, she, he, it, one) used to see, used to watch (I, she, he, it, one) was seeing, was watching (you (sing formal)) used to see, used to watch (you (sing formal)) were seeing, were watching	H	R

v	veías	(you (sing informal)) used to see, used to watch were seeing, were watching	H	R
adv	ya	already	H	O
conj	porque	because	H	R
adj/adv	mucho(s)	much, a lot (many)	H	O
v	dar	(to) give giving	H	R
v	doy	(I) give (I) am giving	H	O
v	di	(I) gave	H	R
v	diste	(you (sing informal)) gave	H	R
v	dio	(she, he, it, one) gave (you (sing formal)) gave	H	R
v	dimos	(we) gave	H	R
v	disteis	(you (pl informal)) gave	H	R
v	dieron	(they) gave (you (pl formal)) gave	H	R
adv	muy	very, really	H	O
v	saber	(to) know (how to) knowing (how to)	H	R
v	supe	(I) knew	H	O
v	sé	(I) know (how to) (I) am knowing (how to)	H	R
v	sabré	(I) will know (how to) (I) am going to know (how to)	H	R
v	sabría	(I) would know (how to)	H	R
adv	sí	yes	H	O
n (m)	año	year	H	R
pron	(a) ti	(to) you (sing informal) (emph)	H	R

pron	te	you (sing informal) (obj) (to) you (sing informal) (indirect obj) yourself (sing informal) (reflex)	H	R
adv	también	also, too, as well	H	O
pron	¿qué?	what?	H	R
det	alguno*	a/an, any (m)	H	R
det	algún	a/an, any (m, before a noun)	H	R
pron	alguno**	one, some (of them) (for plural noun)	H	R
pron	nos	us (obj) (to) us (indirect obj) (to) ourselves (reflex) (to) each other (recip)	H	R
det	tu	your (sing informal)	H	R
prep	sin, sin (+ infinitive)	without, without (+ -ing)	H	R
det	mismo	same	H	R
pron	eso	that (nt)	H	R
pron	cuando	when	H	R
v	querer	(to) want (to), love wanting (to), loving	H	R
v	quise	(I) wanted (to), loved	H	R
v	quisiera	(I) would like (to), would love (formal)	H	R
v	querré	(I) will want (to), will love (I) am going to want (to), am going to love	H	R
v	querría	(I) would want (to), would love	H	R
n (f)	vez; a veces	time (specific occurrence); sometimes	H	O

prep	hasta	up to, as far as, until	H	O
pron	la**	her, it (f) (obj)	H	R
pron	las**	them (f) (obj)	H	R
prep	sobre	on top of, over, about	H	O
prep	entre	between, among	H	O
num	dos	two	H	R
n (m)	día	day	H	O
adj	grande	big, large (m, f) (post-noun)	H	R
adj	gran	big, great (m, f) (pre-noun)	H	R
adv	así	like this, like that	H	O
v	pasar	(to) pass, spend (time), happen passing, spending (time), happening	H	O
n (f)	cosa	thing	H	O
prep	desde	from, since	H	O
v	deber	(to) have to, must having to	H	R
pron	ella (a) ella	she (subj) (to) her, it (f) (emph)	H	R
pron	ellas (a) ellas	they (f) (subj) (to) them (f) (emph)	H	R
adv	entonces	then, so	H	O
v	llegar; llegar a (+ infinitive)	(to) arrive arriving; (to) manage to (+ verb), succeed in (+ verb) managing (to) (+ verb), succeeding in (+ verb)	H	R
adj/adv	poco(s)	little, not much (few, not many)	H	O
adj	nuestro, nuestra, nuestros, nuestras	ours (m, f, mpl, fpl)	H	R
det	nuestro	our	H	R

pron	el nuestro, la nuestra, los nuestros, las nuestras	ours (m, f, mpl, fpl)	H	R
adv	bien	well	H	R
conj	(no) ni...(ni)...	nor, or (after negative verb) neither...nor...	H	R
n (m)	tiempo	time (general), weather	H	O
adv	ahora	now, these days	H	R
adj	primero	first (m)	H	R
adj	primer	first (m) (pre-noun)	H	R
v	creer	(to) believe, think I believing, thinking	H	O
pron	donde	where	H	R
n (f)	vida	life	H	O
v	dejar; dejar de (+ infinitive)	(to) let, leave I letting, leaving; (to) stop (+ing) I stopping (+ing)	H	O
pron	nada, (no) nada	nothing, anything (after negative verb)	H	R
adj/adv	tanto(s)	so much (many) + noun, so much	H	O
v	parecer; parecerse a	(to) seem I seeming; (to) look like looking like	H	O
v	parece	it seems	H	R
v	hablar	(to) speak, talk I speaking, talking	H	R
v	poner; ponerse	(to) put (on) I putting (on); (to) get, become (+ adjective) I getting, becoming (+ adjective)	H	R
v	puse; me puse	(I) put (on); (I) got, became	H	R

v	pondré; me pondré	(I) will put (on); (I) will get, become (I) am going to put (on); (I) am going to get, become	H	R
v	pondría; me pondría	(I) would put (on); (I) would get, become	H	R
v	¡Pon!	Put (on)! (sing informal)	H	R
v	(aux) ... puesto	(has, have) put	H	O
n (f)	parte	part	H	O
adj	nuevo	new, another (pre-noun), new, newly-made (post-noun)	H	O
adv	solo*	only, just	H	O
adv	siempre	always, forever	H	O
n (m)	hombre	man	H	O
v	seguir; seguir + present participle	(to) follow following; (to) continue to continuing to, (to) still be + -ing	H	R
v	quedar; quedar(se)	(to) arrange to meet, remain, be left arranging to meet, remaining, being left; (to) stay staying	H	O
v	llevar; llevar + time period + present participle	(to) take, carry taking, carrying; (to) have been + -ing + for + time	H	R
v	encontrar	(to) find finding	H	R
adj	bueno	good	H	R
adj	buen	good (m) (pre-noun)	H	R
adv	tan	so (+ adjective)	H	O
v	pensar	(to) think thinking	H	R
n (f)	casa	house	H	R
det	cada	each, every	H	R

n (f)	persona	person	H	O
n (m)	país	country	H	R
pron	algo	something	H	R
pron	esto	this (nt)	H	R
v	volver; volver a	(to) go back, return going back, returning; (to) do again doing again	H	O
v	(aux) ... vuelto	(has, have) returned	H	O
pron	usted (a) usted	you (sing formal) (subj) (to) you (sing formal) (emph)	H	R
pron	ustedes (a) ustedes	you (pl formal) (subj) (to) you (pl formal) (emph)	H	R
v	salir	(to) go out, leave going out, leaving	H	R
v	¡Sal!	Go out! Leave! (sing informal)	H	R
v	saldré	(I) will go out, will leave (I) am going to go out, am going to leave	H	R
v	saldría	(I) would go out, would leave	H	R
adv	después; después de (+ infinitive)	after, afterwards; after (+ -ing)	H	R
adj	mejor*	better, best	H	R
adv	mejor**	better, best	H	R
adj	el mejor, la mejor, los mejores, las mejores	the best (m, f, mpl, fpl)	H	R
adv	menos (...que)*	less (...than)	H	R
adj	menos (...que)**; menos de (+ num)	less (...than), fewer (...than); fewer than (+ num)	H	R
v	venir	(to) come coming	H	R
v	vine	(I) came	H	R

v	venga	(I) come (subjunctive) (she, he, it, one) comes (subjunctive) (you (sing formal)) come (subjunctive)	H	R
v	vengas	(you (sing informal)) come (subjunctive)	H	R
v	¡Ven!	Come! (sing informal)	H	R
v	vendré	(I) will come (I) am going to come	H	R
v	vendría	(I) would come	H	R
n (f)	forma	form, shape, way	H	O
n (f)	mujer	woman, wife	H	O
n (m)	momento; de momento	moment; at the moment	H	O
v	llamar; llamarse	(to) call, name calling, naming; (to) be called being called	H	R
n (m)	mundo	world	H	O
adj	claro*	clear, light	H	O
v	mirar	(to) look, watch looking, watching	H	O
conj	mientras	while, whilst	H	O
v	conocer	(to) know (person, place), meet (for the first time) knowing (person, place), meeting (for the first time)	H	R
det	aquel, aquella	that (m, f)	H	R
det	aquellos, aquellas	those (m, f)	H	R
adv	aquí	here	H	O
conj	aunque	although, even though	H	O
v	tomar	(to) take, have, drink taking, having, drinking	H	O

num	tres	three	H	R
n (f)	mano	hand	H	O
v	sentir; sentirse	(to) feel, sense feeling, sensing; (to) feel (+ adj) feeling (+ adj)	H	O
n (f)	gente	people	H	R
adv	¿cuándo?	when?	H	R
prep	durante	during	H	O
n (m)	hijo	son, child (m)	H	R
v	tratar; tratar de	(to) treat, deal with treating, dealing with; (to) try to trying to	H	O
v	vivir	(to) live living	H	O
conj	sino	but (rather), except	H	O
n (m)	lugar	place, position	H	O
n (m)	problema	problem	H	O
prep	hacia	toward, towards	H	O
pron	el cual, la cual, los cuales, las cuales	that, which, who (m, f, mpl, fpl) (subj)	H	R
adj	junto	together	H	O
adv	luego	then, later	H	O
adv	¿cómo?	how?	H	R
n (m)	trabajo	work, job, effort	H	O
n (m)	caso	case, occasion	H	O
adj	mayor	larger, older, main	H	O
adj	el mayor, la mayor, los mayores, las mayores	the oldest (m, f, mpl, fpl)	H	R
adv	además	also, as well, besides	H	O
v	acercarse	(to) come closer coming closer	H	O

v	esperar	(to) wait (for), hope (for), expect waiting (for), hoping (for), expecting	H	O
adv	nunca, (no) nunca	never	H	R
adj	cierto	certain, sure, true	H	O
n (f)	hora	hour, time (specific)	H	O
adv	¿dónde?	where?	H	R
n (m)	padre; padres	father; parents	H	O
v	gustar	(to) please, be pleasing (to) pleasing, being pleasing (to)	H	O
n (f)	noche; por la noche; esta noche	night; at night; tonight	H	O
pron	nosotros (a) nosotros	we (m, mixed gender) (subj) (to) us (emph)	H	R
pron	nosotras (a) nosotras	we (f) (subj) (to) us (emph)	H	R
adv	casi	almost, nearly	H	O
adv	hoy	today, nowadays	H	O
n (m)	tipo	type, kind	H	O
n (m)	ojo	eye	H	R
n (f)	manera	way, manner	H	O
adj	importante	important, influential	H	R
v	contar	(to) tell, count telling, counting	H	O
n (m)	niño	child, little boy	H	O
v	trabajar	(to) work working	H	O
v	empezar	(to) begin, start beginning, starting	H	R
n (f)	verdad	truth	H	O
prep	contra; en contra	against, opposite; in opposition, against	H	O

n (f)	ciudad	city, town	H	O
v	buscar	(to) look for, fetch, search for looking for, fetching, searching for	H	R
adj	solo**	only, single (pre-noun), lonely, alone (post-noun)	H	O
n (m)	fin; por fin	end; finally, at last	H	O
adj	propio	own (pre-noun)	H	O
pron	tú	you (sing informal) (subj)	H	R
n (m)	gobierno	government	H	O
n (f)	historia	history, story	H	O
n (m)	ejemplo	example	H	O
adj	último	last, final	H	O
n (m)	punto	point, full stop, dot	H	O
adv	antes; antes de (+ infinitive)	before, beforehand; before (+ -ing)	H	R
num	mil	thousand	H	O
n (f)	palabra	word	H	O
n (f)	obra	work, book, play	H	O
n (fpl)	obras	roadworks, building works	H	O
v	existir	(to) exist existing	H	O
v	perder; perderse	(to) lose, miss losing, missing; (to) get lost getting lost	H	R
n (f)	cuenta	bill, account	H	O
adv	allí	there, over there	H	R
v	escribir	(to) write writing	H	R
v	(aux) ... escrito	(has, have) written	H	O
n (m)	grupo	group	H	O
n (m)	señor	Mr., man, Sir, gentleman	H	O
adj	pequeño	little, small, young	H	R

n (f)	agua	water	H	O
pron	nadie, (no) nadie	nobody, no one, anybody (after negative verb), anyone (after negative verb)	H	R
v	entrar	(to) enter, go in entering, going in	H	O
n (m)	arte	art	H	O
v	leer	(to) read reading	H	R
n (m)	amigo	friend	H	O
v	recordar	(to) remember, recall, remind remembering, recalling, reminding	H	O
v	morir	(to) die dying	H	R
adj	único	only (m) (pre-noun), unique (post-noun)	H	R
n (m)	lado	side	H	O
n (m)	nombre	name	H	O
v	recibir	(to) receive receiving	H	O
v	pedir	(to) ask for asking for	H	R
v	permitir; permitirse	(to) allow, permit allowing, permitting; (to) afford affording	H	O
v	preguntar	(to) ask (a question) asking (a question)	H	R
adj	social	social	H	O
n (m)	sistema	system	H	O
adj	segundo	second (m) (pre- and post- noun)	H	R
adj	viejo	old, longstanding (pre-noun), old, elderly (post-noun)	H	O
n (f)	madre	mother	H	O

n (m)	siglo	century	H	O
adj	nacional	national	H	O
v	entender; entenderse	(to) understand understanding; (to) get on getting on	H	O
n (m)	libro	book	H	R
adj	alto	tall, high, loud (volume)	H	R
n (m)	cuerpo	body	H	R
n (f)	familia	family	H	O
v	comenzar	(to) start, begin starting, beginning	H	O
v	presentar	(to) introduce, present introducing, presenting	H	O
prep	según	according to	H	O
v	crear	(to) create creating	H	O
n (m)	tema	issue, subject, matter	H	O
num	cuatro	four	H	O
n (m)	pueblo	village, small town	H	O
v	producir	(to) produce, cause producing, causing	H	O
v	abrir; abrirse	(to) open, unwrap opening, unwrapping; (to) open up opening up	H	O
n (f)	idea	idea	H	R
num	millón	million	H	O
v	sentarse	(to) sit (down) sitting (down)	H	O
v	caer; caerse	(to) fall falling; (to) fall over falling over	H	O
n (f)	voz	voice	H	O

v	terminar	(to) finish, end finishing, ending	H	O
v	oír	(to) hear hearing	H	O
v	cambiar; cambiarse	(to) change changing; (to) get changed getting changed	H	O
det	ninguno*	no, not...any (m)	H	R
pron	ninguno**, (no) ninguno**	no-one, none, (a single) one (after negative verb), anyone (after negative verb)	H	R
det	ningún	no, not...any (m, before a noun)	H	R
v	considerar	(to) consider considering	H	O
n (f)	tierra	earth, land, ground	H	O
n (f)	realidad	reality	H	O
v	convertirse	(to) become, transform becoming, transforming	H	O
adj	español	Spanish	H	R
adj	igual	equal, same, alike	H	O
adv	todavía	still, yet	H	O
n (f)	cabeza	head (body part)	H	O
n (m)	derecho	right, law (subject of study)	H	O
v	mantener	(to) keep, maintain keeping, maintaining	H	O
v	utilizar	(to) use using	H	O
n (f)	calle	street	H	O
n (m)	estado	state, condition	H	O
n (f)	relación	relationship	H	O
v	sacar	(to) take out, get, obtain taking out, getting, obtaining	H	O

n (f)	puerta	door	H	O
intj	gracias	thanks, thank you	H	O
v	necesitar	(to) need needing	H	O
v	resultar	(to) be, turn out (+ adjective) being, turning out (+ adjective)	H	O
n (f)	luz	light, electricity	H	R
n (m)	paso	step, pace, religious image carried in Holy Week processions	H	O
adj	general	general	H	O
v	escuchar	(to) listen (to) listening (to)	H	R
n (m)	amor	love	H	O
num	cinco	five	H	O
n (f)	situación	situation	H	R
v	conseguir	(to) get, obtain getting, obtaining	H	O
v	lograr	(to) achieve, manage to (+verb) achieving, managing to (+verb)	H	O
n (m)	mes	month	H	O
pron	¿quién(es)?	who? (m, f)(pl)	H	R
v	ocurrir	(to) happen, occur happening, occurring	H	O
v	aparecer	(to) turn up, appear turning up, appearing	H	O
adj	diferente	different	H	O
n (f)	muerte	death	H	O
v	ganar	(to) win, earn winning, earning	H	R
n (m)	estudio	study, learning, studio	H	O

n (m)	nivel	level	H	O
adv	fuera	outside, out	H	O
adj	largo	long	H	R
n (f)	semana	week	H	O
n (m)	partido	(sports) match, (political) party	H	O
v	explicar	(to) explain explaining	H	O
n (f)	razón	reason	H	O
adj	negro	black	H	O
adj/adv	bastante	quite (+ adjective), quite a lot, enough	H	O
n (m)	efecto	effect	H	O
n (mpl)	servicios	toilets	H	O
v	formar	(to) form, set up forming, setting up	H	O
adj	económico	cheap, inexpensive, economic	H	O
v	servir	(to) serve serving	H	O
n (f)	empresa	company, business, firm	H	O
n (m)	centro	centre, middle	H	O
v	usar	(to) use using	H	O
n (m)	cambio; en cambio	change; on the other hand, whereas	H	O
n (f)	clase	class, kind, type, classroom, lesson	H	O
adj	distinto	distinct, different	H	O
n (m)	animal	animal	H	O
n (m)	número	number	H	O
n (f)	información	information	H	O
v	tocar	(to) touch, play (instrument) touching, playing (instrument)	H	O

v	ayudar	(to) help helping	H	O
adj	público	public, audience	H	O
v	mostrar	(to) show showing	H	O
v	estudiar	(to) study studying	H	O
n (m)	hermano	brother	H	O
n (f)	ley	law, rule	H	O
n (m)	sentido	sense, meaning	H	O
adv	incluso	even, including	H	O
n (f)	cara	face, expression	H	O
n (m)	principio	beginning, start	H	O
n (m)	programa	programme	H	O
n (f)	música	music	H	O
v	traer	(to) bring bringing	H	R
v	traigo	(I) bring (I) am bringing	H	O
v	traje	(I) brought	H	R
n (m)	campo	countryside, pitch, field	H	O
v	correr	(to) run running	H	O
n (f)	actividad	activity	H	O
adv	quizás	perhaps, maybe	H	O
pron	alguien	someone	H	R
v	comer	(to) eat eating	H	R
pron	los demás, las demás	the others	H	O
adj	siguiente	following, next	H	O
v	ofrecer	(to) offer, present offering, presenting	H	O
n (f)	sociedad	society	H	O
v	levantar; levantarse	(to) raise raising; (to) get up getting up	H	O
v	jugar	(to) play (sport/ game) playing (sport/game)	H	O

v	juego	(I) play (I) am playing	H	O
v	juegas	(you) play (you) are playing	H	O
v	juega ijuega!	(she, he, it, one) plays (she, he, it, one) is playing (you (sing formal)) play Play! (you (sing informal))	H	O
v	juegan	(they) play (they) are playing	H	O
n (f)	época	time, age, period	H	O
n (m)	color	colour	H	O
n (f)	zona	area, zone	H	R
adj	mal*	bad (m) (pre-noun)	H	R
adv	mal**	badly	H	R
v	comprar	(to) buy, purchase buying, purchasing	H	O
adj	necesario	necessary, required	H	O
n (m)	camino	way, route, path	H	O
n (m)	dinero	money	H	O
n (m)	pie; a pie	foot; on foot	H	O
n (m)	final	end, ending	H	O
adv	(no) tampoco	neither, either (after negative verb)	H	R
v	decidir	(to) decide deciding	H	O
n (m)	desarrollo	development	H	O
v	alcanzar	(to) reach, catch up with reaching, catching up with	H	O
adj	blanco	white	H	O
n (m)	equipo	team, equipment	H	O
adj	difícil	difficult, hard	H	O
v	desarrollar	(to) develop developing	H	O

adv	pronto	soon, early, quick	H	O
v	pagar	(to) pay (for) paying (for)	H	R
adj	principal	main, principal	H	O
n (m)	proyecto	project, plan	H	O
v	meter	(to) put, place putting, placing	H	O
n (m)	sol	sun	H	O
n (f)	imagen	image, picture	H	O
adj	varios	several, various	H	O
n (f)	universidad	university	H	R
n (m)	interés	interest	H	O
n (f)	mayoría	majority	H	O
v	dirigir	(to) direct, manage directing, managing	H	O
n (f)	tarde; por la tarde	afternoon, evening; in the afternoon, in the evening	H	O
n (m)	papel	paper, role, part	H	O
n (m)	producto	product	H	O
adj	medio	half, middle, average	H	O
v	continuar	(to) continue continuing	H	O
adj	rico	rich, wealthy, tasty	H	R
intj	¡Ojalá!	I hope so! I wish!	H	O
v	reconocer	(to) recognise, admit recognising, admitting	H	O
n (m)	aire	air	H	O
n (f)	mañana; por la mañana	morning; in the morning	H	O
v	dormir; dormirse	(to) sleep sleeping; (to) fall asleep falling asleep	H	O

n (f)	acción	action, act	H	O
adj	seguro	safe, sure, secure	H	R
n (f)	vista	view, sight	H	O
n (m)	juego	game	H	O
v	subir	(to) go up, upload going up, uploading	H	O
v	intentar	(to) try, attempt (to) trying, attempting (to)	H	O
n (m)	fondo	bottom, back, end (of area), background	H	O
v	descubrir	(to) discover discovering	H	O
v	olvidar; olvidarse de	(to) forget forgetting	H	O
n (f)	experiencia	experience	H	O
v	incluir	(to) include including	H	O
n (f)	edad	age	H	O
v	andar	(to) walk walking	H	O
n (m)	orden	order	H	O
adj	malo	bad	H	O
n (m/f)	joven	teenager, young person	H	O
n (f)	escuela	(primary) school	H	O
num	uno	one	H	O
v	nacer	(to) be born being born	H	O
adj	posible	possible	H	O
v	aprender	(to) learn learning	H	O
n (f)	serie	series	H	O
v	dedicar	(to) devote, dedicate devoting, dedicating	H	O
v	aceptar	(to) accept accepting	H	O

v	comprender	(to) understand understanding	H	O
adj	fuerte	strong	H	O
adj	especial	special	H	O
n (f)	iglesia	church	H	O
num	seis	six	H	O
v	obtener	(to) obtain, get obtaining, getting	H	O
num	ciento	one hundred (and ...)	H	O
n (f)	falta	lack, shortage, mistake	H	O
n (f)	política	politics, policy	H	O
n (f)	especie	species	H	O
adj	real	royal, real	H	R
pron	¿cuál(es)?	which? (m, f)(pl)	H	R
adj	antiguo	former (pre-noun), old, ancient (pre and post-noun)	H	O
n (m)	santo	saint, saint's day	H	O
num	diez	ten	H	O
adj	tercer	third (m) (pre-noun)	H	R
adj	tercero	third (m)	H	R
n (m)	espacio	space, room	H	O
adj	bajo	short, low	H	O
v	publicar	(to) publish, post (online) publishing, posting (online)	H	O
n (f)	población	population	H	O
n (m)	aspecto	aspect	H	O
adv	tarde	late	H	O
n (m)	artículo	article, product, item	H	O
n (f)	cantidad	quantity, amount	H	O
n (m)	sueño	dream, sleep	H	O
n (f)	posibilidad	possibility	H	O

v	echar; echarse	(to) throw, cast throwing, casting; (to) lie down lying down	H	O
adj	internacional	international	H	O
v	responder	(to) reply, respond, answer replying, responding, answering	H	O
n (f)	boca	mouth	H	O
adj	próximo	next	H	O
v	mover	(to) move moving	H	O
adj	menor	younger, youngest	H	O
adj	el menor, la menor, los menores, las menores	the youngest (m, f, mpl, fpl)	H	R
n (f)	cultura	culture	H	O
n (m)	brazo	arm	H	O
n (m)	uso	use	H	O
det	todo	all, the whole	H	R
pron	todo	everything, all of it	H	O
adj	libre	free, vacant	H	O
n (m)	corazón	heart	H	O
n (f)	línea	line, course	H	O
n (m)	sitio (web)	place, site (website)	H	O
n (m)	minuto	minute	H	O
n (m/f)	mar	sea	H	O
n (f)	carrera	career, (university) degree course, race	H	O
v	bajar	(to) go down, get off, download, lower going down, getting off, downloading, lowering	H	O

adv	apenas	hardly, barely	H	O
n (m)	mercado	market	H	O
n (f)	respuesta	answer, reply	H	O
n (f)	atención	attention	H	O
n (f)	educación	education	H	O
n (m)	miedo	fear	H	O
adj	pobre	poor, unfortunate (pre-noun), without money (post-noun)	H	O
adj	anterior	previous, preceding	H	O
adj/adv	demasiado(s)	too much (many) + noun, too much, too + adjective	H	O
v	evitar	(to) avoid, prevent avoiding, prevent	H	R
n (m)	río	river	H	O
n (m)	comentario	remark, comment	H	O
v	asegurar; asegurarse (de que)	(to) assure assuring; (to) ensure (that), make sure (that) ensuring (that), making sure (that)	H	O
adj	actual	current	H	O
v	imaginar	(to) imagine imagining	H	R
n (m/f)	profesor	teacher	H	R
n (m)	resultado	result	H	O
v	sufrir	(to) suffer suffering	H	O
v	importar	(to) matter, be important mattering, being important	H	O
n (f)	pregunta	question	H	O
n (f)	señora	Mrs., lady	H	O
n (f)	investigación	investigation, research	H	O

v	repetir	(to) repeat repeating	H	O
n (m)	autor	writer, author	H	O
v	caminar	(to) walk walking	H	O
n (mpl)	gastos	expenses, costs, spending	H	O
n (m)	favor; por favor; a favor	favour; please, excuse me; in favour	H	O
n (m)	silencio	silence	H	O
n (m)	viaje	trip, journey	H	O
adj	natural	natural	H	O
v	cerrar	(to) close closing	H	R
n (m)	resto	rest, remainder	H	O
n (f)	comunidad	community	H	O
v	falta (+ infinitive)	it's/is still to be (+ pp)	H	R
n (f)	mesa	table	H	O
v	indicar	(to) point (out), indicate pointing (out), indicating	H	O
v	vender	(to) sell selling	H	O
n (f)	libertad	freedom	H	O
n (f)	organización	organisation	H	O
n (m)	peso	weight, peso (currency)	H	O
n (f)	diferencia	difference	H	O
adj	rojo	red	H	O
v	acordar; acordarse	(to) agree on, remind agreeing on, reminding; (to) remember remembering	H	O
adj	ambos, ambas	both	H	O
n (f)	seguridad	security, safety	H	O
n (f)	cuestión	issue, matter, question	H	O
n (m)	miembro	member	H	O
n (f)	duda	doubt	H	O

n (f)	película	film, movie	H	O
n (m)	dato	data, information, fact	H	O
n (f)	región	region	H	O
adv	dentro	inside, within	H	O
v	destacar	(to) emphasise, stand out, highlight emphasising, standing out, highlighting	H	O
n (m/f)	compañero	classmate, group member, colleague, companion	H	O
n (m)	suelo	ground, floor	H	O
v	referir	(to) refer referring	H	O
n (f)	paz	peace	H	O
n (f)	sangre	blood	H	O
n (m)	precio	price, cost, value	H	O
adj	verdadero	true, real	H	O
v	soler	(to) normally (+ verb), tend to (+ verb), usually (+ verb)	H	O
v	crecer	(to) grow, increase growing, increasing	H	O
v	elegir	(to) choose, elect choosing, electing	H	O
adj	francés	French	H	R
n (f)	oportunidad	opportunity, chance	H	O
n (m)	conocimiento	knowledge	H	O
n (m)	objeto	object, thing	H	O
n (f)	autoridad	authority	H	O
v	preparar	(to) prepare preparing	H	O
intj	vale	ok	H	O

adj	mundial	world(wide)	H	O
v	regresar	(to) come back, go back, return coming back, going back, returning	H	O
v	significar	(to) mean meaning	H	O
v	interesar	(to) interest interesting	H	R
v	matar	(to) kill killing	H	O
n (f)	opinión	opinion, view	H	O
v	compartir	(to) share sharing	H	O
pron	¿cuánto(s)?, ¿cuánta(s)?	how much, how many? (m), how much, how many? (f)	H	R
n (f)	capital	capital (city)	H	O
adj	inglés	English	H	O
adj	fácil	easy	H	R
n (f)	lengua	tongue, language	H	O
v	mandar	(to) send, order sending, ordering	H	O
n (f)	decisión	decision	H	O
n (m)	dolor	pain, ache	H	O
n (m/f)	director	headteacher, director, manager	H	O
v	participar	(to) participate participating	H	O
n (f)	causa	cause	H	O
n (m)	personaje	character (in book, film)	H	O
n (f)	ocasión	occasion, opportunity	H	O
n (f)	página	page	H	O
n (m)	esfuerzo	effort	H	O
num	siete	seven	H	O
n (f)	enfermedad	illness, disease	H	O
n (m)	teatro	theatre, drama	H	O

v	acompañar	(to) go with, accompany going with, accompanying	H	O
n (m)	estilo	style	H	O
v	construir	(to) build building	H	O
n (f)	cama	bed	H	O
v	enseñar	(to) teach, show teaching, showing	H	O
v	cubrir	(to) cover covering	H	O
v	(aux) ... cubierto	(has, have) covered	H	O
n (f)	salud	health	H	O
adj	interesante	interesting	H	O
adv	ayer	yesterday	H	O
n (m)	cielo	sky, heaven	H	O
n (f)	niña	child, young girl	H	O
n (m)	norte	north	H	O
n (m)	plan	plan	H	O
v	entregar; entregarse	(to) deliver, hand in delivering, handing in; (to) turn yourself in turning yourself in	H	O
n (f)	carta	letter, menu	H	O
n (m)	colegio	(secondary) school	H	O
n (m/f)	policía	police, police officer (m)	H	O
v	llorar	(to) cry crying	H	O
adj	enorme	enormous, vast	H	O
v	comentar	(to) comment commenting	H	O
n (f)	calidad	quality	H	O
n (f)	compañía	company	H	O
adv	jamás	never	H	O
n (f)	fuelle	source, fountain	H	O
num	ocho	eight	H	O

n (m)	tamaño	size, dimension	H	O
adj	capaz	capable, able	H	O
n (f)	dirección	address, direction	H	O
v	aumentar	(to) increase increasing	H	O
adj	responsable	responsible	H	O
v	casarse	(to) get married getting married	H	O
n (f)	prueba	test, trial, proof	H	O
n (m)	cuarto	quarter (used in time expressions), room	H	O
adj	abierto	open, unlocked	H	O
v	desaparecer	(to) disappear disappearing	H	O
n (m)	julio	July	H	O
n (f)	importancia	importance	H	O
n (m)	sur	south	H	O
n (m)	asunto	matter, issue, affair	H	O
n (f)	medida	measure	H	O
n (f)	energía	energy, power	H	O
n (m)	impuesto	tax	H	O
v	apoyar	(to) support supporting	H	O
v	quitar; quitarse	(to) remove, take away removing, taking away; (to) take off (clothes) taking off (clothes)	H	O
v	contestar	(to) answer, reply, respond answering, replying, responding	H	O
n (f)	piel	skin	H	O
n (f)	mamá	mum	H	O
adj	mío, mía, míos, mías	mine (m, f, mpl, fpl)	H	R

pron	el mío, la mía, los míos, las mías	mine (m, f, mpl, fpl)	H	R
v	depender	(to) depend depending	H	O
v	abandonar	(to) abandon, leave (a place) abandoning, leaving (a place)	H	O
adj	profesional	professional	H	O
v	reírse	(to) laugh laughing	H	O
adj	lleno	full	H	O
v	tirar	(to) throw, pull throwing, pulling	H	O
v	guardar	(to) keep, save keeping, saving	H	O
n (m)	negocio	business	H	O
adv	arriba	upstairs, above	H	O
v	gritar	(to) shout shouting	H	O
n (m/f)	médico	doctor	H	O
n (m)	domingo	Sunday	H	O
adj	peor*	worse, worst	H	R
adv	peor**	worse, worst	H	R
adj	el peor, la peor, los peores, las peores	the worst (m, f, mpl, fpl)	H	R
pron	os	you (pl informal) (obj) (to) you (pl informal) (indirect obj) (to) yourselves (reflex) (to) each other (recip)	H	R
v	notar	(to) notice noticing	H	O
v	expresar	(to) express expressing	H	O
v	vestir; vestirse	(to) dress dressing; (to) get dressed getting dressed	H	O

adj	físico	physical	H	R
adj	cubano	Cuban	H	O
v	enviar	(to) send sending	H	O
n (m/f)	modelo	model	H	O
v	parar	(to) stop (person, vehicle) stopping (person, vehicle)	H	O
n (m)	rey	king	H	O
n (m)	éxito	success	H	O
n (f)	naturaleza	nature	H	O
v	preferir	(to) prefer preferring	H	O
adj	cultural	cultural	H	O
v	cantar	(to) sing singing	H	O
n (m)	futuro	future	H	O
v	proponer	(to) propose, suggest proposing, suggesting	H	O
n (m)	título	title, (university) degree	H	O
adj	europeo	European	H	O
n (f)	suerte	luck, fortune	H	O
n (f)	ventana	window	H	O
n (m/f)	jefe	boss, manager, leader	H	O
n (m)	chico	boy	H	O
n (m)	banco	(financial) bank, bench	H	O
n (m)	ambiente	atmosphere, environment	H	O
v	romper	(to) break breaking	H	O
n (f)	novela	novel	H	O
adj	extraño	strange	H	O
adj	privado	private	H	O
n (f)	ciencias	science(s)	H	O
n (f)	flor	flower	H	O

adj	duro	hard, resilient	H	O
adj	común	common	H	O
n (f)	pena	sadness, shame, pity, trouble	H	O
n (f)	red (Red)	network (Internet), net (fishing)	H	O
n (f)	economía	economy, economics	H	O
n (m)	árbol	tree	H	O
n (f)	literatura	literature	H	O
v	cuidar	(to) take care of taking care of	H	O
v	cortar	(to) cut (up) cutting (up)	H	O
n (f)	fecha	date (in calendar), day	H	O
adj	profundo	deep, profound	H	O
adj	conocido	known, well-known	H	O
adj	alemán	German	H	O
v	actuar	(to) act acting	H	O
v	salvar	(to) save, rescue saving, rescuing	H	O
n (m)	extranjero	abroad, foreigner (m)	H	O
n (f)	entrada	entrance, admission ticket	H	O
n (f)	planta	plant, floor	H	O
n (f)	hija	daughter, child (f)	H	R
v	negar; negarse a (+inf)	(to) deny, refuse denying, refusing; (to) refuse to refusing to	H	O
n (m)	recuerdo	memory, souvenir	H	O
n (f)	consecuencia; como consecuencia	consequence; in consequence, as a result	H	O
n (f)	piedra	stone, rock	H	O

v	costar	(to) cost, be hard costing, being hard	H	O
n (f)	pierna	leg	H	O
v	funcionar	(to) function, work functioning, working	H	O
n (f)	pared	(interior) wall	H	O
n (m)	motivo	reason, motive	H	O
n (m)	deseo	desire, wish	H	O
adj	suficiente	sufficient, enough	H	O
n (f)	ropa	clothes, clothing	H	O
n (f)	abuela	grandmother	H	O
n (f)	ayuda	help	H	O
v	reunir; reunirse	(to) gather, bring together gathering, bringing together; (to) get together getting together	H	O
adv	abajo	down, below, downstairs	H	O
adj	popular	popular	H	O
v	visitar	(to) visit visiting	H	O
n (f)	construcción	construction, building	H	O
n (m/f)	estudiante	student	H	R
n (f)	fiesta	party, festival	H	O
n (m)	metro	underground, tube, metro, metre	H	O
adv	mañana	tomorrow	H	R
n (m)	rato	moment, while, time	H	O
adj	oscuro	dark, obscure	H	O
n (f)	sombra	shade, shadow	H	O
n (f)	expresión	expression	H	O

v	separar; separarse	(to) separate separating; (to) separate (of a couple) separating (of a couple)	H	O
n (f)	plaza	square	H	O
adj	vivo; en vivo	alive, bright; live (eg performance, broadcast)	H	O
n (m/f)	vecino	neighbour	H	R
n (f)	isla	island	H	O
adj	azul	blue	H	O
adj	verde	green	H	R
n (m)	carácter	personality, character	H	O
n (m)	viento	wind	H	O
v	cruzar	(to) cross crossing	H	O
n (m/f)	artista	artist, performer	H	R
n (m)	contacto	contact	H	O
num	veinte, veinti-	twenty	H	O
v	invitar	(to) invite inviting	H	O
adj	religioso	religious	H	O
n (f)	nación	nation	H	O
n (f)	tele, televisión	TV, television	H	O
n (f)	memoria	memory	H	O
v	recoger	(to) pick up, collect, tidy up picking up, collecting, tidying up	H	O
num	treinta	thirty	H	O
adj	histórico	historic, historical	H	O
adv	lejos	far (away)	H	O
n (f)	mitad	half, middle	H	O
n (f)	actitud	attitude	H	O
n (f)	solución	solution, answer	H	O
n (m)	público	public, audience	H	O

adj	total	total, entire	H	O
n (m)	apoyo	support, backing	H	O
adj	loco	crazy, insane	H	O
n (m)	mensaje	message	H	O
adj	mexicano	Mexican	H	O
v	preocupar; preocuparse por	(to) worry, be a worry worrying, being a worry; (to) worry about worrying about	H	O
v	exigir	(to) demand demanding	H	O
v	mejorar	(to) improve, make better improving, making better	H	O
adj	serio	serious	H	O
n (m)	edificio	building	H	O
n (f)	noticia	news	H	O
n (f)	carne	meat	H	O
adj	moderno	modern	H	O
n (m)	alumno	student, pupil	H	O
n (m)	oro	gold	H	O
n (m/f)	escritor	writer	H	O
n (m)	papá	dad	H	O
n (m)	teléfono	phone, telephone	H	O
v	resolver	(to) solve, resolve solving, resolving	H	O
adj/adv	rápido	quick, fast	H	O
adj	civil	civil	H	O
n (m)	pelo	hair	H	O
n (f)	formación	training, education	H	O
n (m)	riesgo	risk	H	O
v	afectar; afectarse	(to) affect affecting; (to) be moved being moved	H	O

n (f)	foto	photo, picture	H	O
v	reducir	(to) reduce reducing	H	O
n (m)	fuego	fire	H	O
v	celebrar; celebrarse	(to) celebrate celebrating; (to) hold (an event) holding (an event)	H	O
n (m)	error	error, mistake	H	O
n (m)	perro	dog	H	O
n (m)	piso	flat, apartment, floor (of building)	H	O
adj	bonito	pretty, nice, beautiful	H	O
n (f)	pareja	couple, partner	H	O
v	despertar; despertarse	(to) wake (someone) (up) waking (someone) (up); (to) wake (up) waking (up)	H	O
n (f)	costa	coast	H	O
v	escapar; escaparse	(to) escape escaping; (to) run away running away	H	O
v	causar	(to) cause causing	H	O
adj	grave	serious, grave	H	O
v	viajar	(to) travel travelling	H	O
n (f)	cámara	camera	H	O
n (m)	ejército	army	H	O
n (f)	comida	food, meal, lunch	H	O
n (m)	caballo	horse	H	O
adj	feliz	happy, glad, content	H	R
n (m)	mayo	May	H	O
n (f)	visita	visit, visitor	H	O
n (m)	consejo	(piece of) advice	H	O

n (f)	responsabilidad	responsibility	H	O
n (f)	revista	magazine	H	O
adj	debido (a)	owing (to), due (to)	H	O
adj	trabajador	hardworking	H	O
n (f)	generación	generation	H	O
n (m)	ciudadano	citizen, member of the public	H	O
n (m)	blog	blog	H	O
n (m)	agosto	August	H	O
adj	pasado	past, last	H	O
n (f)	radio	radio	H	O
v	emplear	(to) employ, use employing, using	H	O
adj	máximo	maximum	H	O
v	sorprender	(to) surprise surprising	H	O
n (m)	detalle	detail	H	O
adj	puro	pure, clean	H	O
v	disfrutar	(to) enjoy enjoying	H	O
n (m)	barrio	neighborhood, district	H	O
n (m)	sentimiento	feeling, sentiment	H	O
n (f)	distancia	distance	H	O
n (m)	calor	heat, hot	H	R
n (f)	reunión	meeting	H	O
adv	finalmente	finally, at last	H	O
n (m)	cine	cinema	H	O
n (m)	grado	degree (temperature)	H	O
n (fpl)	ganas	desire	H	O
n (f)	madera	wood	H	O
v	probar	(to) taste, try tasting, trying	H	O
n (m)	destino	destination, destiny	H	O
n (m)	café	coffee, café	H	O

n (m)	contenido	content, contents	H	O
num	cincuenta	fifty	H	O
n (f)	pintura	painting, paint	H	O
n (m)	marido	husband	H	O
n (m)	diario	newspaper, diary, journal	H	O
n (f)	altura	height, altitude	H	O
n (f)	costumbre	custom, habit, tradition	H	O
n (f)	estrella	star	H	O
n (f)	mente	mind	H	O
n (f)	letra	letter, lyrics	H	O
v	sonreír	(to) smile smiling	H	R
n (f)	creación	creation	H	O
adj	hermoso	beautiful, handsome	H	O
v	advertir	(to) warn warning	H	O
n (f)	canción	song	H	O
n (f)	lluvia	rain	H	O
n (f)	esperanza	hope	H	O
n (m)	tío	uncle	H	O
n (f)	conversación	conversation	H	O
n (f)	influencia	influence	H	O
num	nueve	nine	H	O
v	controlar	(to) control controlling	H	O
n (f)	tarea	task, chore, homework	H	O
n (m)	documento	document	H	O
adj	famoso	famous, well- known	H	O
n (m)	famoso	celebrity, famous person	H	O
v	conducir	(to) drive driving	H	O
n (f)	prensa	press	H	O

v	coger	(to) take, take hold of, catch taking, taking hold of, catching	H	R
adj	suyo, suya, suyos, suyas	his, hers (m, f, mpl, fpl) yours (formal) (m, f, mpl, fpl) theirs (m, f, mpl, fpl)	H	R
pron	el suyo, la suya, los suyos, las suyas	his, hers, its, yours (formal possessor), their (m, f, mpl, fpl)	H	R
v	conservar	(to) conserve, preserve conserving, preserving	H	O
adj	raro	strange, rare	H	O
n (m)	puesto	post, position, stall (market)	H	O
n (f)	campana	campaign	H	O
n (f)	vuelta	return, trip, ride	H	O
n (m)	usuario	user	H	O
n (f)	industria	industry	H	O
n (m)	alimento	food, nourishment	H	O
n (m/f)	jugador	player	H	O
adj	frío	cold	H	O
n (f)	app	app	H	O
n (m)	conflicto	conflict	H	O
adj	optimista	optimistic	H	R
n (m)	periódico	newspaper	H	O
v	atender	(to) serve, look after (patient, customer) serving, looking after (patient, customer)	H	O
v	añadir	(to) add adding	H	O
adj	directo	direct, straight	H	O
v	impedir	(to) prevent preventing	H	O
adj	cristiano	Christian	H	O

adj	argentino	Argentinian	H	O
n (m)	ruido	noise	H	O
n (m)	junio	June	H	O
n (f)	frase	phrase, sentence	H	O
adv	actualmente	now, at present, currently	H	O
n (f)	sensación	feeling, sensation	H	O
n (f)	venta	sale	H	O
n (m)	sonido	sound	H	O
adv	cerca	close, near, nearby	H	R
n (m)	instrumento	instrument	H	O
n (f)	sonrisa	smile	H	O
n (m)	factor	factor	H	O
n (f)	tecnología	technology	H	O
n (m)	hospital	hospital	H	R
v	organizar	(to) organise organising	H	O
adj	corto	short, brief	H	O
v	firmar	(to) sign signing	H	O
n (f)	tradición	tradition	H	O
n (m/f)	cliente	client, customer	H	O
v	luchar	(to) fight, struggle fighting, struggling	H	O
n (m)	abril	April	H	O
n (f)	habitación	room, bedroom	H	O
n (m)	olor	smell, odour	H	O
n (f)	oficina	office	H	O
adj	tranquilo	calm, tranquil, relaxed	H	R
n (f)	caja	box, till (in shop)	H	O
v	prestar	(to) lend, pay (attention) lending, paying (attention)	H	O
v	insistir	(to) insist insisting	H	O

n (m)	puerto	port, harbour	H	O
adj	clásico	classic, classical	H	O
v	superar	(to) get over, overcome getting over, overcoming	H	O
v	identificar	(to) identify identifying	H	O
adj	sencillo	simple, easy	H	O
v	beber	(to) drink drinking	H	O
n (m)	comercio	commerce, trade, business	H	O
n (f)	escena	scene (of film), stage	H	O
n (m)	premio	prize, reward, award	H	O
num	cuarenta	forty	H	O
adj	enfermo	ill, sick	H	O
pron	aquello	that (thing)	H	R
n (m)	respeto	respect, regard	H	O
n (f)	violencia	violence	H	O
n (f)	risa	laugh	H	O
v	mencionar	(to) mention mentioning	H	O
adj	muerto	dead	H	O
adj	numeroso	numerous, large, big	H	O
v	proteger	(to) protect protecting	H	O
adj	mínimo	minimum	H	O
v	instalar	(to) install installing	H	O
n (m)	museo	museum	H	O
adj	perfecto	perfecto	H	O
v	durar	(to) last lasting	H	O
n (m/f)	paciente	patient	H	O
n (m)	lenguaje	language, speech	H	O

n (m)	habitante	local (person), inhabitant	H	O
v	consistir (en)	(to) consist (of) consisting (of)	H	O
n (f)	presión	pressure	H	O
n (f)	chica	girl	H	O
v	esconder	(to) hide hiding	H	O
v	introducir	(to) introduce, bring in introducing, bringing in	H	O
adj	entero	entire, whole	H	O
v	pegar	(to) hit, stick (on) hitting, sticking (on)	H	O
v	cobrar	(to) charge (money), earn charging (money), earning	H	O
num	doce	twelve	H	O
n (m)	verano	summer	H	O
adv	encima	on top	H	O
n (f)	nota	grade, note, mark	H	O
n (f)	velocidad	speed, velocity	H	O
n (f)	salida	exit, departure	H	O
adj	italiano	Italian	H	O
n (m)	recurso	resource	H	O
n (m)	septiembre	September	H	O
n (m)	matrimonio	marriage	H	O
adj	familiar	of the family, relating to the family	H	O
n (f)	dificultad	difficulty, obstacle	H	O
n (f)	víctima	victim	H	O
n (m)	idioma	language	H	O
n (m)	ejercicio	exercise	H	O
n (m)	hotel	hotel	H	O
n (f)	culpa	blame, fault	H	O
n (m)	diciembre	December	H	O

n (m)	régimen	diet	H	O
n (m)	beneficio	benefit	H	O
n (m)	peligro	danger	H	O
n (f)	intención	intention	H	O
n (m)	enero	January	H	O
n (f)	opción	option, choice	H	O
adj	independiente	independent, self-sufficient	H	O
n (m)	sábado	Saturday	H	O
n (m)	vídeo	video	H	O
adj	seco	dry	H	O
v	ordenar	(to) tidy, organise tidying, organising	H	O
adv	completamente	completely	H	O
adj	positivo	positive	H	R
n (f)	lista	list, (school) register	H	O
n (m)	coche	car	H	R
v	respetar	(to) respect respecting	H	O
n (m)	límite	limit	H	O
n (m)	jardín	garden	H	O
n (m)	patio	yard, playground	H	O
v	asistir	(to) attend attending	H	O
adj	cerrado	closed	H	O
v	encantar	(to) love, delight, be delightful to loving, delighting, being delightful to	H	O
n (f)	tía	aunt	H	O
n (m)	comienzo	start, beginning	H	O
n (f)	lectura	reading	H	O
n (m/f)	abogado	lawyer	H	O
n (m)	hogar	home	H	O
n (f)	cocina	kitchen, cooking, food technology	H	O

num	quince	fifteen	H	O
v	merecer	(to) deserve, be worthy of deserving, being worthy of	H	O
v	reflejar	(to) reflect reflecting	H	O
n (f)	alegría	joy, happiness	H	O
adj	tradicional	traditional	H	O
v	relacionarse con	(to) relate to, get on with relating to, getting on with	H	O
adj	británico	British	H	O
adj	musical	musical	H	O
n (m)	marzo	March	H	O
n (m/f)	periodista	journalist	H	O
n (m)	género	gender, genre	H	O
n (m)	dueño	owner, landlord (m)	H	O
n (m)	octubre	October	H	O
intj	hola	hello, hi	H	O
v	recomendar	(to) recommend recommending	H	O
v	aprobar	(to) pass (test) passing (test)	H	O
v	acostumbrarse	(to) get accustomed, get used getting accustomed, getting used	H	O
pron	conmigo	with me	H	R
n (m)	informe	report	H	O
n (m)	viernes	Friday	H	O
n (f)	hambre	hunger	H	O
v	¡Basta!, basta + infinitive	(that's) enough!, you only have to + verb	H	R
v	soñar	(to) dream dreaming	H	O
n (f)	silla	chair, seat	H	O

v	describir	(to) describe describing	H	O
n (f)	impresión	impression	H	O
v	comunicar	(to) communicate communicating	H	O
n (f)	marca	make, brand	H	O
adj	activo	active	H	O
v	robar	(to) rob, steal robbing, stealing	H	O
n (m)	canal	channel	H	O
v	destruir	(to) destroy, ruin destroying, ruining	H	O
adj	reciente	recent	H	O
v	fundar	(to) set up, establish setting up, establishing	H	O
n (f)	tendencia	tendency, trend	H	O
v	temer	(to) fear fearing	H	O
adv	aparte (de)	besides, apart (from)	H	O
v	solicitar	(to) request, apply for requesting, applying for	H	O
n (f)	reacción	reaction	H	O
v	contribuir	(to) contribute contributing	H	O
n (f)	sorpresa	surprise	H	O
v	rechazar	(to) reject rejecting	H	O
v	cargar	(to) charge (phone) charging (phone)	H	O
n (f)	temperatura	temperature	H	O
n (f)	señal	sign, signal	H	O
n (f)	frecuencia	frequency	H	O
v	discutir	(to) argue, discuss arguing, discussing	H	O
n (f)	banda	(musical) band	H	O

v	arreglar; arreglarse	(to) repair, fix, tidy repairing, fixing, tidying; (to) get ready getting ready	H	O
n (m/f)	secretario	secretary	H	O
n (f)	exposición	exhibition, display	H	O
n (m)	daño	harm, damage	H	O
n (m)	club	club	H	O
n (m)	novio	boyfriend, groom	H	O
v	bailar	(to) dance dancing	H	O
n (f)	juventud	youth	H	O
v	pintar; pintarse	(to) paint painting; (to) put on makeup putting on makeup	H	O
adj	industrial	industrial	H	O
v	despedir: despedirse (de)	(to) sack, dismiss sacking, dismissing; (to) say goodbye (to) saying goodbye (to)	H	O
n (f)	religión	religion	H	O
adv	probablemente	probably	H	O
n (m)	baño	bathroom	H	O
n (f)	enseñanza	teaching, education	H	O
n (m)	pan	bread	H	O
n (m)	vino	wine	H	O
adj	desconocido	unknown	H	O
adj	chino	Chinese	H	O
n (f)	izquierda	left	H	O
n (m)	parque	park	H	O
n (f)	temporada	season (of sport, music)	H	O
adj	dispuesto	ready, willing, prepared	H	O

adj	católico	Catholic	H	O
n (m)	diente	tooth	H	O
prep	debajo	underneath, below	H	O
adj	universitario	university	H	O
n (m)	lunes	Monday	H	R
adj	triste	sad, unhappy, upset	H	O
n (f)	belleza	beauty	H	O
v	molestar; molestarse	(to) bother, annoy, upset, disturb bothering, annoying, upsetting, disturbing; (to) be offended being offended	H	O
n (f)	clave	key, crucial (thing)	H	O
n (f)	regla	rule, ruler	H	O
adj	amarillo	yellow	H	O
n (m)	barco	boat, ship	H	O
n (m)	diseño	design	H	O
n (f)	confianza	confidence, trust	H	O
n (f)	leche	milk	H	R
n (m)	avión	plane, aeroplane	H	O
n (m)	transporte	transport	H	O
n (f)	ventaja	advantage, benefit	H	O
adj	artístico	artistic	H	O
n (f)	estación	station, season (of the year)	H	O
n (m/f)	representante	representative	H	O
n (f)	moda; de moda	fashion; in fashion, fashionable	H	O
v	cometer	(to) commit (crime) committing (crime)	H	O
adj	eléctrico	electric	H	O

n (m)	aumento	increase, rise	H	O
adj	imposible	impossible	H	O
n (m)	febrero	February	H	O
v	regalar	(to) give (as a gift) I giving (as a gift)	H	O
adj	diario	daily	H	O
n (m)	consumo	consumption	H	O
n (f)	protección	protection	H	O
v	devolver	(to) return, give back I returning, giving back	H	O
v	agradecer	(to) be grateful for I being grateful for	H	O
v	encender	(to) turn on I turning on	H	O
n (m)	noviembre	November	H	O
adj	educativo	educational	H	O
n (m)	bosque	forest, wood	H	O
v	montar	(to) ride, set up I riding, setting up	H	O
n (m)	empleo	work, job, occupation	H	O
n (f)	emoción	emotion, excitement	H	O
n (m)	primo	cousin	H	O
v	atreverse	(to) dare I daring	H	O
n (m)	concierto	concert	H	R
v	prometer; prometerse	(to) promise I promising; (to) get engaged getting engaged	H	O
n (m)	sexo	sex	H	O
n (f)	montaña	mountain	H	O
n (m)	diálogo	dialogue, conversation	H	O
adj	correcto	correct, suitable	H	O
n (m)	fútbol	football	H	O
n (m/f)	soldado	soldier	H	O
n (f)	medicina	medicine	H	O

n (f)	playa	beach	H	O
n (m)	zapato	shoe	H	O
adj	exacto	exact, true	H	O
n (m)	tren	train	H	O
n (m)	deporte	sport	H	O
n (m)	secreto	secret	H	O
adj	fresco	fresh, cool	H	O
n (f)	soledad	loneliness, solitude	H	O
n (m)	planeta	planet	H	O
n (f)	nube	cloud	H	O
v	perdonar	(to) forgive, excuse I forgiving, excusing	H	O
n (f)	frontera	border, frontier	H	O
adv	rápidamente	quickly	H	R
n (f)	amistad	friendship	H	O
n (f)	profesión	profession	H	O
n (f)	copa	cup, wine glass	H	O
n (f)	tienda	shop, tent	H	O
n (m)	gas	gas	H	O
n (m)	evento	event	H	O
n (m)	kilómetro	kilometre	H	O
adj	nervioso	nervous, uptight	H	O
v	atraer	(to) attract I attracting	H	O
v	callarse	(to) be quiet, quieten down I being quiet, quietening down	H	O
adj	fiel	faithful, loyal	H	O
adj	maravilloso	wonderful, marvelous	H	O
n (f)	preocupación	worry, concern	H	O
n (m)	actor	actor (m)	H	O
n (f)	cifra	figure, number, amount	H	O
n (f)	esquina	(street) corner	H	O

v	emitir	(to) emit, give off, broadcast emitting, giving off, broadcasting	H	O
adj	excelente	excellent	H	O
n (f)	personalidad	personality, celebrity	H	O
n (m)	instituto	secondary school	H	O
v	grabar	(to) record recording	H	O
n (f)	entrevista	interview	H	O
v	tardar	(to) take (time) taking (time)	H	O
intj	¡Vamos!	Come on! Let's go!	H	O
v	mezclar	(to) mix mixing	H	O
n (m)	volumen	volume	H	O
adj	lento	slow	H	O
v	investigar	(to) investigate, research investigating, researching	H	O
adj	peligroso	dangerous	H	O
n (f)	derecha	right	H	O
n (m)	adulto	adult	H	O
adj	temprano	early	H	O
n (f)	bolsa	bag	H	O
adv	aun	even, still	H	O
adj	vacío	empty, vacant	H	O
num	sesenta	sixty	H	O
v	besar	(to) kiss kissing	H	O
n (m)	cerebro	brain	H	O
v	practicar	(to) practise practising	H	O
v	comparar	(to) compare comparing	H	O
adj	falso	false	H	O
n (f)	droga	drug	H	O

v	promover	(to) promote promoting	H	O
n (f)	llegada	arrival	H	O
n (m)	pájaro	bird	H	O
n (m)	vaso	(drinking) glass	H	O
adj	laboral	(of) work, relating to work	H	O
adj	colombiano	Colombian	H	O
n (f)	biblioteca	library	H	O
n (m)	comportamiento	behaviour	H	O
n (m)	plano	map	H	O
n (m)	espectáculo	show, spectacle	H	O
n (f)	selección	choice, selection, national sports team	H	O
n (f)	arquitectura	architecture	H	O
v	doler	(to) hurt, be painful hurting, being painful	H	O
v	animar	(to) encourage, cheer up encouraging, cheering up	H	O
n (f)	iniciativa	initiative	H	O
adj	químico	chemical	H	O
adj	evidente	evident, obvious	H	O
n (m)	correo (electrónico)	mail, post (email)	H	O
v	prohibir	(to) prohibit, forbid prohibiting, forbidding	H	O
adj	increíble	incredible, unbelievable	H	O
n (m)	delito	crime	H	O
v	quemar; quemarse	(to) burn burning; (to) get sunburnt getting sunburnt	H	O
n (m)	jueves	Thursday	H	O

v	confiar	(to) trust, confide trusting, confiding	H	O
n (m)	accidente	accident	H	O
n (f)/(fpl)	compra(s)	shopping	H	O
v	colgar	(to) hang (up), post (photo) hanging (up), posting (photo)	H	O
n (f)	felicidad	happiness	H	O
n (f)	arena	sand	H	O
n (f)	mentira	lie	H	O
n (m)	clima	climate	H	O
v	lavar; lavarse	(to) wash washing; (to) have a wash having a wash	H	O
n (m)	anciano	elderly person	H	O
v	influir	(to) influence influencing	H	O
adj	gordo	fat	H	O
v	sugerir	(to) suggest suggesting	H	O
n (m)	reloj	clock, watch	H	O
adj	listo	ready (after estar), clever, intelligent (after ser)	H	R
n (m)	paisaje	landscape, scenery	H	O
v	abrazar	(to) hug hugging	H	O
n (f)	sección	section, department (in store)	H	O
n (m)	traje	suit, costume	H	O
n (f)	independencia	independence	H	O
n (m)	segundo	second	H	O
v	equivocarse	(to) be wrong, make a mistake being wrong, making a mistake	H	O
adv	normalmente	normally	H	O

n (m)	vestido	dress	H	O
n (f)	discusión	discussion, argument	H	O
num	once	eleven	H	O
adj	infantil	of children, children's	H	O
n (m)	costo	price, cost	H	O
adj	limpio	clean	H	O
n (m/f)	científico	scientist	H	O
v	limpiar	(to) clean cleaning	H	O
n (m)	punte	bridge, long weekend	H	O
adj	tuyo, tuya, tuyos, tuyas	yours (sing informal) (m, f, mpl, fpl)	H	R
pron	el tuyo, la tuya, los tuyos, las tuyas	yours (sing informal possessor) (m, f, mpl, fpl)	H	R
n (f)	carretera	road	H	O
n (f)	orquesta	orchestra	H	O
n (f)	inteligencia	intelligence	H	O
n (m)	salón	living room	H	O
n (m)	dibujo	drawing, art	H	O
n (m)	gato	cat	H	O
intj	¡Perdón!	Sorry!	H	O
num	cero	zero	H	O
n (f)	oferta	offer	H	O
n (m)	(un) montón	(a) lot of, heap, pile	H	O
n (m)	vuelo	flight	H	O
v	pasear	(to) take for a walk, go for a walk taking for a walk, going for a walk	H	O
adv	delante	in front, ahead	H	O
adj	vuestro, vuestra, vuestros, vuestras	yours (pl informal) (m, f, mpl, fpl)	H	R

det	vuestro	your (pl informal)	H	R
pron	el vuestro, la vuestra, los vuestros, las vuestras	yours (pl informal possessor) (m, f, mpl, fpl)	H	R
v	descansar	(to) rest, relax resting, relaxing	H	O
n (m)	nacimiento	birth, origin	H	O
adj	gris	grey	H	O
adj	judío	Jewish	H	O
adj	inútil	useless	H	O
v	respirar	(to) breathe breathing	H	O
adj	efectivo	effective	H	O
n (m)	empleado	employee	H	O
n (f)	aventura	adventure	H	O
adj	precioso	beautiful, precious	H	O
n (m)	humo	smoke, fumes	H	O
v	apagar	(to) turn off, extinguish turning off, extinguishing	H	O
adj	justo	fair, just	H	O
v	enamorarse (de)	(to) fall in love (with) falling in love (with)	H	O
n (m)	obrero	worker, labourer	H	O
n (f)	escalera	stairs, ladder	H	O
adj	latino	Latin American, Latin	H	O
adj	suave	soft, gentle, mild	H	O
v	amenazar	(to) threaten threatening	H	O
v	acostar; acostarse	(to) put to bed putting to bed; (to) go to bed going to bed	H	O
adj	negativo	negative	H	O
n (f)	identidad	identity	H	O

n (m)	alrededores	surrounding area, vicinity	H	O
n (m)	plato	plate, dish	H	O
adj	caliente	hot, warm	H	O
n (m)	invierno	winter	H	O
n (m)	pantalón	trousers	H	O
n (f)	variedad	variety	H	O
n (m)	miércoles	Wednesday	H	O
adj	cansado	tired, tiring	H	O
n (f)	instalación	facility	H	O
n (m)	cuidado	care, carefulness	H	O
n (f)	reina	queen	H	O
n (m)	experto	expert	H	O
v	apreciar	(to) appreciate appreciating	H	O
n (f)	riqueza	wealth, riches	H	O
v	votar	(to) vote voting	H	O
n (m)	rincón	corner	H	O
adj	mental	mental	H	O
n (f)	actuación	performance, acting	H	O
n (f)	tasa	rate	H	O
n (f)	manifestación	protest	H	O
n (m/f)	empresario	business person, entrepreneur	H	O
v	empujar	(to) push pushing	H	O
n (m/f)	pintor	painter	H	O
v	criticar	(to) criticise criticising	H	O
n (f)	pantalla	screen, monitor	H	O
n (f)	llave	key	H	O
adj	sucio	dirty	H	O
adj	dulce	sweet	H	O
adj	consciente	conscious, aware	H	O
n (m)	impacto	impact	H	O

v	gastar	(to) spend (money), use up spending (money), using up	H	O
n (f)	cola	queue, tail	H	O
n (m)	humor	humour, mood	H	O
n (f)	camisa	shirt	H	O
n (f)	botella	bottle	H	O
v	aguantar	(to) put up with, stand putting up with, standing	H	O
v	fumar	(to) smoke smoking	H	O
adj	chileno	Chilean	H	O
n (m)	entorno	environment, surroundings	H	O
adj	perdido	lost	H	O
adj	preferible	preferable	H	O
adj	semejante	similar	H	O
n (m)	vidrio	glass	H	O
n (f)	imaginación	imagination	H	O
v	sobrevivir	(to) survive surviving	H	O
v	pelearse	(to) fight (physically) fighting (physically)	H	O
v	escoger	(to) choose choosing	H	O
adj	violento	violent	H	O
n (m)	familiar	relative, family member	H	O
adv	claro**	of course, clearly	H	O
n (f)	fruta	fruit	H	O
n (m/f)	protagonista	protagonist/main character	H	O
adj	ligero	light (in weight)	H	O
adj	típico	typical	H	O
n (m/f)	ingeniero	engineer	H	O

n (f)	pobreza	poverty	H	O
num	setenta	seventy	H	O
v	fabricar	(to) manufacture, produce I manufacturing, producing	H	O
v	quejarse	(to) complain I complaining	H	O
n (m)	cariño	affection, love	H	O
adj	débil	weak	H	O
v	huele (a)	it smells (of)	H	O
adj	contento	happy, content, pleased	H	O
n (m)	monte	hill, hills, countryside	H	O
n (f)	tarjeta	written card, bank card	H	O
adj	sano	healthy, wholesome	H	O
n (m)	plástico	plastic	H	O
num	ochenta	eighty	H	O
n (f)	herida	wound, injury	H	O
v	conectar	(to) connect, plug in I connecting, plugging in	H	O
n (f)	vergüenza	embarrassment, shame	H	O
v	engañar	(to) trick, deceive I tricking, deceiving	H	O
n (m)	cáncer	cancer	H	O
n (m)	regalo	present, gift	H	O
n (m)	castellano	(Castilian) Spanish	H	O
n (m)	templo	temple	H	O
n (m)	huevo	egg	H	O
n (f)	novia	girlfriend, bride	H	O
adj	agradable	pleasant, nice	H	O
n (m)	cultivo	crop	H	O

n (f)	cita	appointment, (romantic) date	H	O>
n (m)	examen	exam	H	O>
n (m)	azúcar	sugar	H	O>
v	diseñar	(to) design designing	H	O>
n (m)	bebé	baby	H	O>
n (m)	baile	dance	H	O>
adv	detrás	behind	H	O>
adj	deportivo	sporty, sports	H	O>
n (m)	laboratorio	laboratory	H	O>
n (m/f)	músico	musician	H	O>
n (m)	anuncio	advert	H	O>
adj	alegre	cheerful, happy, lively	H	R
n (m)	permiso	permission	H	O>
n (m)	aceite	oil	H	O>
n (m)	Internet	internet	H	O>
n (m/f)	cantante	singer	H	O>
v	divertir; divertirse	(to) amuse, entertain amusing, entertaining; (to) enjoy oneself, have a good time enjoying oneself, having a good time	H	O>
v	llover	(to) rain raining	H	O>
n (f)	torre	tower	H	O>
adj	práctico	practical, useful	H	O>
n (m)	móvil	mobile phone	H	O>
n (m)	salario	salary	H	O>
n (m)	lago	lake	H	O>
adj	barato	cheap	H	O>
adj	pesado	heavy, boring	H	O>
adj	caro	expensive	H	O>
n (m)	concurso	competition, quiz	H	O>

n (m)	deberes	homework	H	O>
v	odiar	(to) hate hating	H	O>
pron	vosotros (a) vosotros	you (m, mixed gender) (pl informal) (subj) (to) you (m, mixed gender) (pl informal) (emph)	H	R
pron	vosotras (a) vosotras	you (f) (pl informal) (subj) (to) you (f) (pl informal) (emph)	H	R
n (f)	sed	thirst	H	O>
n (m)	tráfico	traffic	H	O>
adj	cómodo	comfortable	H	O>
n (m)	lujo	luxury	H	O>
adj	delgado	thin, slim	H	O>
v	alegrar	(to) make happy, cheer up making happy, cheering up	H	O>
n (m)	talento	talent	H	O>
n (m)	dormitorio	bedroom	H	O>
n (f)	fábrica	factory	H	O>
n (m)	toro	bull	H	O>
n (m)	alcohol	alcohol	H	O>
intj	adiós	goodbye	H	O>
n (m/f)	guía	guide, guide book	H	O>
n (m)	dispositivo	device, gadget	H	O>
adj	complicado	difficult, complicated	H	O>
n (f)	dieta	diet	H	O>
v	suspender	(to) fail failing	H	O>
adj	favorito	favourite	H	O>
adj	feo	ugly	H	O>
adj	tonto	silly	H	O>
adj	ideal	ideal	H	O>
num	catorce	fourteen	H	O>
n (m)	oeste	west	H	O>

n (m)	euro	euro	H	O>
num	noventa	ninety	H	O>
adj	divertido	fun, enjoyable	H	O>
n (f)	boda	wedding	H	O>
v	castigar	(to) punish punishing	H	O>
n (f)	basura	rubbish, junk	H	O>
adj	digital	digital	H	O>
n (m)	aeropuerto	airport	H	O>
pron	contigo	with you (sing informal)	H	R
adj	horrible	horrible	H	O>
n (m)	horario	timetable, schedule	H	O>
n (m)	desastre	disaster	H	O>
n (f)	cena	dinner, evening meal	H	O>
n (m)	castillo	castle	H	O>
n (m)	turismo	tourism	H	O>
n (m)	huelga	strike	H	O>
n (m)	seguidor	follower, fan, supporter	H	O>
n (m)	apellido	surname	H	O>
n (m)	estadio	stadium	H	O>
n (m)	torneo	tournament	H	O>
n (f)	grasa	fat, grease	H	O>
n (m)	ordenador	computer	H	O>
n (m)	restaurante	restaurant	H	O>
n (f)	vacaciones; de vacaciones	holidays; on holiday	H	O>
n (m)	incendio	fire	H	O>
adj	orgullosa	proud	H	O>
adj	romántico	romantic	H	O>
num	trece	thirteen	H	O>
n (f)	guitarra	guitar	H	R
n (f)	celebración	celebration	H	O>
num	dieciocho	eighteen	H	O>

n (f)	primavera	spring	H	O>
n (f)	falda	skirt	H	O>
adj	sensible	sensitive	H	O>
adj	musulmán	Muslim	H	O>
n (f)	bebida	drink	H	O>
n (m)	uniforme	uniform	H	O>
n (f)	traducción	translation	H	O>
n (m/f)	turista	tourist	H	O>
adj	rubio	blond, fair	H	O>
n (f)	igualdad	equality	H	O>
adv	enseguida	straight away	H	O>
n (m)	arroz	rice	H	O>
adj	genial	great	H	O>
adv	anoche	last night	H	O>
n (f)	ficción	fiction	H	O>
n (f)	naranja	orange (fruit)	H	O>
v	charlar	(to) chat chatting	H	O>
n (m)	billete	ticket (for transport)	H	O>
adj	roto	broken, torn	H	O>
v	reservar	(to) book, reserve booking, reserving	H	O>
v	cocinar	(to) cook cooking	H	O>
adj	estupendo	great, brilliant	H	O>
v	cenar	(to) have dinner, tea (evening meal) having dinner, tea (evening meal)	H	O>
n (m)	martes	Tuesday	H	O>
n (f)	contaminación	pollution	H	O>
adj	apropiado	appropriate, suitable	H	O>
adj	estricto	strict	H	O>
n (m)	juguete	toy	H	O>

v	ahorrar	(to) save (time, money) saving (time, money)	H	O>
n (f)	manzana	apple	H	O>
num	quinientos	five hundred (and)	H	O>
n (m)	aficionado	fan	H	O>
adj	simpático	nice, friendly	H	O>
n (m)	cumpleaños	birthday	H	O>
num	dieciséis	sixteen	H	O>
v	navegar	(to) surf, browse surfing, browsing	H	O>
adv	despacio	slow	H	O>
n (m)	enfermero	nurse	H	O>
adj	fatal	terrible, awful	H	O>
n (f)	hermana	sister	H	O>
n (m)	desayuno	breakfast	H	O>
n (m)	paro	unemployment, strike	H	O>
num	diecisiete	seventeen	H	O>
n (m)	pescado	fish	H	O>
adj	obligatorio	compulsory	H	O>
n (fpl)	matemáticas	maths	H	O>
n (f)	aula	classroom	H	O>
adj	saludable	healthy	H	O>
n (m)	otoño	autumn	H	O>
n (f)	Navidad	Christmas	H	O>
n (f)	actriz	actor (f), actress	H	O>
n (m)	pollo	chicken	H	O>
adj	situado	situated, located	H	O>
v	nadar	(to) swim swimming	H	O>
adj	vago	lazy	H	O>
adv	afortunadamente	fortunately	H	O>
n (f)	bicicleta, bici	bicycle, bike	H	O>
n (m)	autobús	bus	H	O>

v	entrenar; entrenarse	(to) train training; (to) train, go training training, going training	H	O>
v	alquilar	(to) hire, rent hiring, renting	H	O>
adj	casado	married	H	O>
n (f)	geografía	geography	H	O>
n (f)	discriminación	discrimination	H	O>
n (f)	nacionalidad	nationality	H	O>
adj	gracioso	funny	H	O>
adj	aburrido	bored, boring	H	O>
adj	útil	useful	H	O>
n (f)	recepción	reception	H	O>
n (f)	asignatura	school subject	H	O>
n (f)	maleta	suitcase	H	O>
n (f)	camiseta	t-shirt	H	O>
adj	guapo	good-looking	H	O>
num	diecinueve	nineteen	H	O>
n (f)	sal	salt	H	O>
n (m)	retraso	delay	H	O>
n (m)	estrés	stress	H	O>
v	repasar	(to) revise, review revising, reviewing	H	O>
v	contaminar	(to) pollute, contaminate polluting, contaminating	H	O>
n (f)	verdura	vegetable	H	O>
adj	animado	lively	H	O>
n (m)	ascensor	lift, elevator	H	O>
n (m)	tomate	tomato	H	O>
n (m)	desfile	procession, parade	H	O>
adj	bienvenido	welcome	H	O>
n (f)	piscina	swimming pool	H	O>
n (f)	excursión	trip, excursion	H	O>

n (m)	abuelo	grandfather	H	O>
adj	soltero	single, unmarried	H	O>
n (m)	teclado	keyboard	H	O>
n (m)	documental	documentary	H	O>
adj	ambicioso	ambitious	H	O>
n (m)	acoso	bullying	H	O>
adj	acuático	water, aquatic	H	O>
n (fpl)	afueras	outskirts, suburbs	H	O>
n (m)	alojamiento	accommodation	H	O>
adj	asqueroso	disgusting, revolting	H	O>
n (m)	baloncesto	basketball	H	O>
adj	bi(sexual)	bi(sexual)	H	O>
n (m)	bocadillo	sandwich	H	O>
n (m)	bolígrafo	pen	H	O>
n (f)	calefacción	heating	H	O>
n (f)	camarera	waitress	H	O>
n (m)	camarero	waiter	H	O>
n (m)	camping	camp site, camping	H	O>
n (m)	caramelo	sweet	H	O>
n (m)	ciberacoso	cyberbullying	H	O>
n (m)	cigarrillo	cigarette	H	O>
adj	comprensivo	understanding	H	O>
n (f)	contraseña	password	H	O>
n (m)	cuidador	carer	H	O>
adj	decepcionante	disappointing	H	O>
n (m/f)	deportista	sportsperson	H	O>
adv	desafortunadamente	unfortunately	H	O>
n (m)	descuento	discount	H	O>
n (f)	desventaja	disadvantage	H	O>
v	divorciarse	(to) get divorced getting divorced	H	O>
adj	emocionado	excited	H	O>
adj	emocionante	exciting	H	O>

n (m)	emotición	emoji	H	O>
intj	¡Enhorabuena!	Congratulations!	H	O>
adj	enojado	angry	H	O>
n (f)	ensalada	salad	H	O>
adj	equilibrado	balanced	H	O
n (m)	este	east	H	O>
n (fpl)	gafas	glasses	H	O>
adj	gay	gay	H	O>
n (m)	gimnasio	gym	H	O>
adj	gratis	free (of charge)	H	O>
adj	guay	cool	H	O>
n (f)	hamburguesa	burger	H	O>
adj	hetero(sexual)	straight, heterosexual	H	O>
adj	hispanohablante	Spanish-speaking	H	O>
n (m/f)	influencer	influencer	H	O>
n (f)	informática	ICT	H	O>
n (m)	jamón	ham	H	O>
adj	joven	young	H	O>
n (f)	madrastra	stepmother	H	O>
adj	marrón	brown	H	O>
n (f)	mascota	pet	H	O>
n (m)	medioambiente/ medio ambiente	environment, natural world	H	O>
n (f)	mezquita	mosque	H	O>
n (f)	mochila	rucksack, school bag	H	O>
adj	moreno	brown (hair), dark (skin)	H	O>
n (f)	natación	swimming	H	O>
n (f)	Nochebuena	Christmas Eve	H	O>
num	novecientos	nine hundred (and)	H	O>
adj	ocupado	busy, taken, occupied	H	O>
adj	online	online	H	O>
n (m)	padrastro	stepfather	H	O>

n (m)	pasado	past	H	O>
n (m)	peluquero	hairdresser	H	O>
adj	perezoso	lazy	H	O>
n (m)	portátil	laptop	H	O>
v	reciclar	(to) recycle recycling	H	O>
n (m)	recreo	break (at school)	H	O>
adj	relajante	relaxing	H	O>
num	setecientos	seven hundred (and)	H	O>
n (f)	sinagoga	synagogue	H	O>
n (m)	sobrepeso	obesity, excess weight	H	O>
n (m)	supermercado	supermarket	H	O>
n (f)	tableta	tablet (eg. ipad)	H	O>
n (m)	tatuaje	tattoo	H	O>
n (f)	telenovela	soap (opera), TV serial	H	O>
n (f)	telerrealidad	reality TV	H	O>
adj	tolerante	tolerant	H	O>
adj	transgénero	transgender	H	O>
n (f)	uva	grape	H	O>
adj	vegano	vegan	H	O>
adj	vegetariano	vegetarian	H	O>
n (m)	videojuego	computer game	H	O>
mwp	lo bueno	the good thing	F/H	O>
mwp	hay que	you must (general), one must	F/H	R
mwp	tener que	(to) have to, must having to	F/H	R
mwp	hace (+noun)	it is (+ weather noun or adjective)	F/H	R
mwp	se puede	you can (general), one can	F/H	R
mwp	me/te/le gustaría	(I, you, she, he, it, you (sing formal)) would like (informal)	F/H	R

mwp	se necesita	you need (to) (general), one needs (to)	F/H	R
mwp	¿Qué tal?	How are you? (informal), How is ... (someone/ something)?	F/H	O>
mwp	¿Cómo es?	What is it like?	F/H	O>
mwp	patatas fritas	chips, fries	F/H	O>
mwp	lo siento	I'm sorry, I apologise	F/H	O>
mwp	de acuerdo	ok, in agreement	F/H	O>
mwp	tomar el sol	(to) sunbathe sunbathing	F/H	O>
mwp	sin embargo	however	F/H	O>
mwp	buenos días	good morning	F/H	O>
mwp	medios de comunicación	media	F/H	O>
mwp	pasarlo bien/mal	to have a good/bad time	F/H	O>
mwp	centro comercial	shopping centre	F/H	O>
mwp	por eso	so, therefore	F/H	O>
mwp	fin de semana	weekend	F/H	O>
mwp	al aire libre	in the open air, outdoors	F/H	O>
mwp	parque temático	theme park	F/H	O>
mwp	estar en forma	to be fit	F/H	O>
mwp	cambio climático	climate change	F/H	O>
mwp	tan...como	as...as	F/H	R
mwp	ya no	no longer, no more	H	R
mwp	desde hace + present tense	(to) have been + - ing + for + time	H	R
mwp	acabar de + infinitive	(to) have just + pp	H	R
mwp	hace falta + (infinitive)	it's necessary (+ verb)	H	R
mwp	vale la pena, vale la pena + infinitive	it's worth it, it's worth -ing	H	R
mwp	plaza de toros	bullring	F/H	C

mwp	fuegos artificiales	fireworks	F/H	C
mwp	dar un paseo	(to) go for a walk, stroll going for a walk, stroll	F/H	C
mwp	Reyes Magos	the Three Kings, the Three Wise Men	F/H	C
n (f)	corrida	bullfight	F/H	C
mwp	Día de Reyes	Epiphany, 6th January	F/H	C
mwp	Día de Muertos	Day of the Dead (Mexican celebration)	F/H	C
mwp	Semana Santa	Easter Week, Holy Week	F/H	C
n (m)	ayuntamiento	Spanish town council, city council, town hall	F/H	C
n (f)	Nochevieja	New Year's Eve	F/H	C
n (f)	paella	paella (dish usually of rice and seafood)	F/H	C
n (fpl)	tapas	small dishes of food, bar snacks	F/H	C
n (m)	disfraz	costume, fancy dress	F/H	C
n (fpl)	Las Fallas	Valencian celebration involving burning of papier mâché models	F/H	C
n (f)	Tomatina	Spanish tomato festival	F/H	C
n (mpl)	Sanfermines	festival in Pamplona involving running of the bulls	F/H	C
n (f)	España	Spain	F/H	C
n (m)	flamenco	flamenco (dance/music from the south of Spain)	F/H	C
n (f)	Sudamérica	South America	F/H	C

n (m)	Bachillerato	Baccalaureate (equivalent to A levels)	F/H	C
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R = Required

O = Optional within the top 2000 words

O> = Optional outside the top 2000 words

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