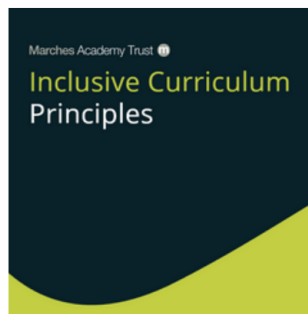
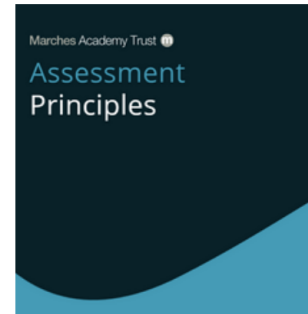
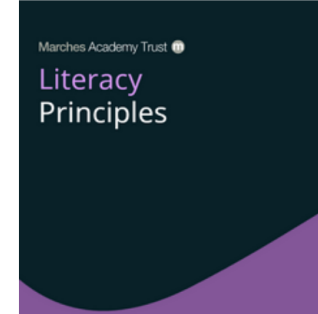


2026-2028 CURRICULUM



What is our curriculum development work focused on?

Building and strengthening the foundation offer through:

1. KS2-KS5 sequencing (disciplinary and substantive knowledge).
2. Vocabulary- tier 2 and 3
3. Disciplinary Literacy

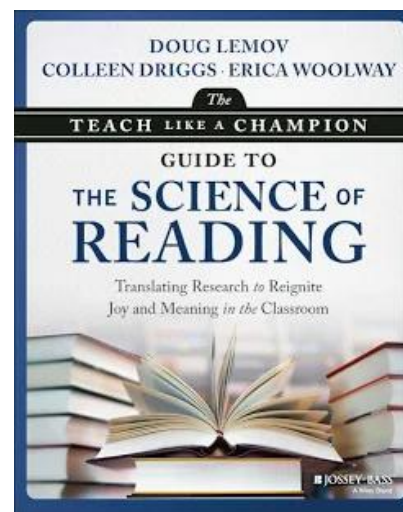
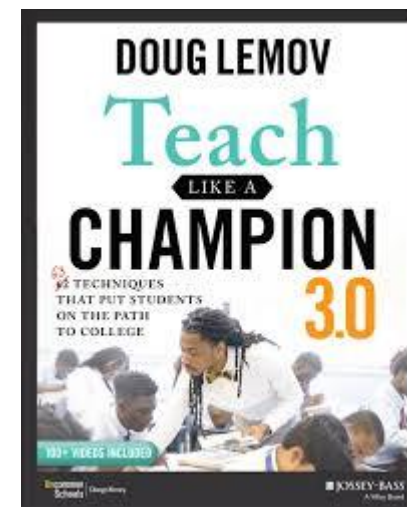
Oracy: threaded through all 3 areas. Can students speak it?

Implemented through:

- ELET (TLAC + Science of Reading strategies)

SJT Every Lesson Every Time

1 step at a time Curriculum planning is crafted to ensure low cognitive load for all	<ul style="list-style-type: none"> • Accessible resources : clear, inclusive and adapted materials. • Regulation breaks built into lesson plans as appropriate. • Clear and concise language for instruction. • Chunk instructions : clear, manageable steps.
2 consistent routines (entrance and exit) A calm and consistent classroom environment for all	<ul style="list-style-type: none"> • Entrance routine: students invited in, meet and greet, equipment out. • Do now: based on retrieval and visible on entry. • High expectations: established and repeated throughout. • Exit routine: 2 minutes before the bell- students stand behind chairs before dismissal. Circulate the room to assess standards of work.
3 checks for understanding All are made to think hard, and AFL is used to inform future adaption	<ul style="list-style-type: none"> • Lesson planning crafts opportunities for AFL to assess learning. E.g. 3,2,1 show me boards, cold call, active observation, exit tickets. • Circulate: monitor behaviour, presentation, literacy and address misconceptions. • Adapt: through re-teaching, giving feedback, scaffolding or challenge. • Respond: students reflect/act on the feedback live in lessons.
Look 4 the scaffold Modelling and support for all to be successful	<ul style="list-style-type: none"> • Informed by assessment of current knowledge and skill. • Scaffold: gradually taken away. I do, we do, you do. • Model and WAGOLL: show what success looks like from the start.
5 foundational skills All lessons are planned to adapt to literacy and numeracy data utilising foundational skills were appropriate.	<ul style="list-style-type: none"> • Academic language: Key 3 explicit vocabulary identified, displayed and checked for understanding. • Communication: speaking and listening opportunities scaffold talk and promote oracy. • Reading: AIR and FASE techniques are used to aid reading fluency and comprehension. • Writing: focus on SPaG, handwriting and disciplinary writing skills. • Numeracy: planning for numeracy application across the curriculum.



What academic research underpins our curriculum work?

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modeling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students

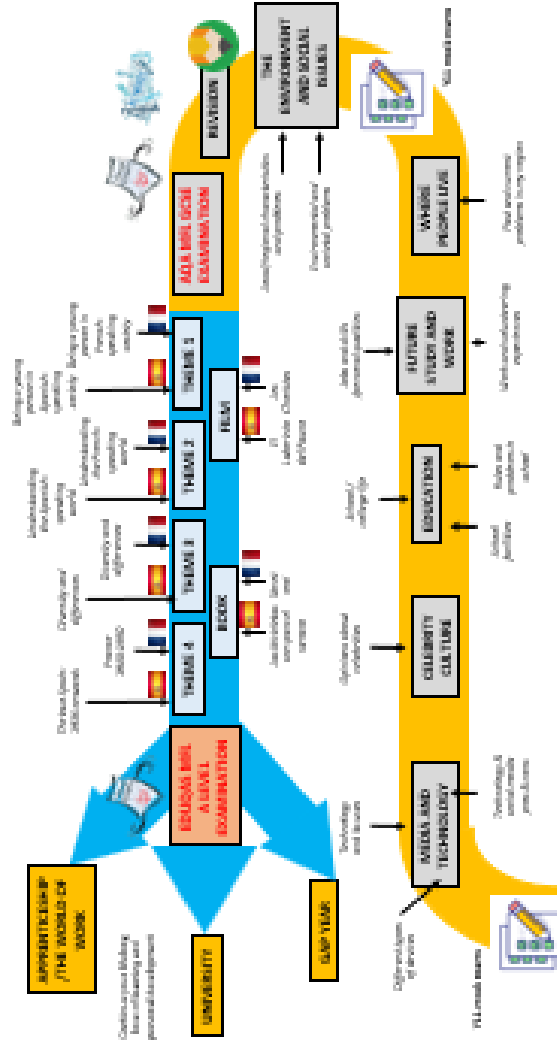
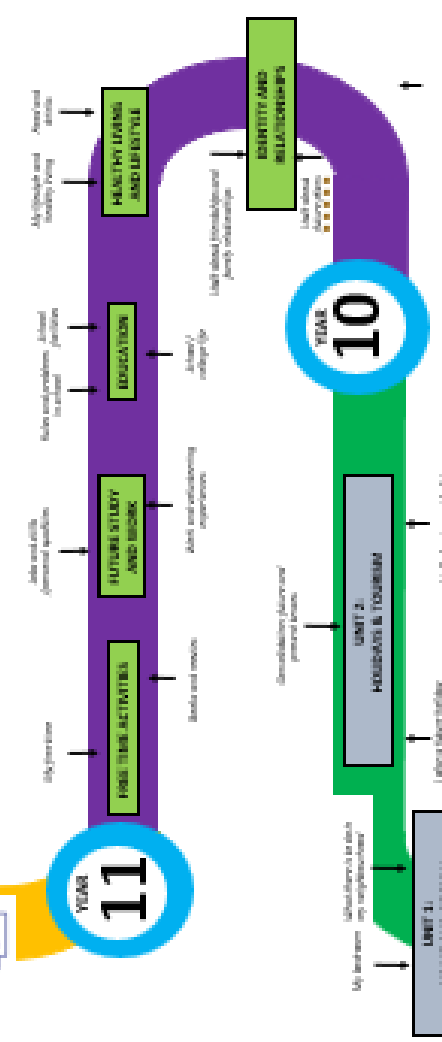
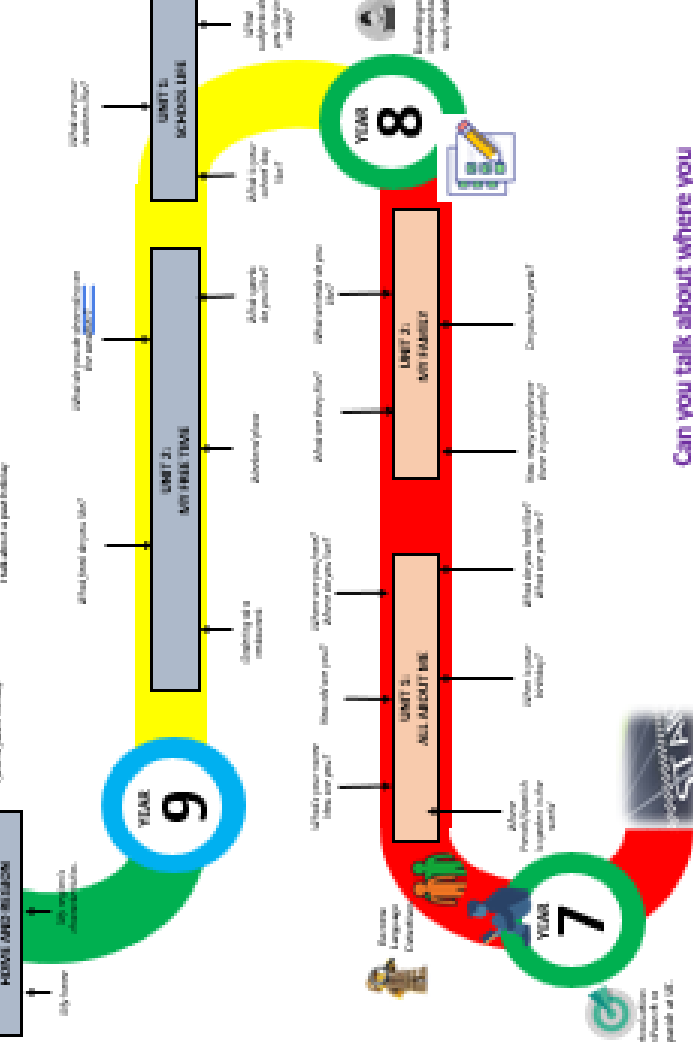


- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Modern Foreign Languages

Our vision

We are aiming to develop competent, confident, resilient, open-minded, and versatile communicators who demonstrate a broad cultural awareness in our multilingual and multicultural world.



Can you talk about where you are on your learning journey?

CULTURAL AWARENESS

I understand our classroom expectations and why languages are important

Why Learn Languages?

- creativity
- memory
- flexibility
- employability
- opportunities
- empathy
- literacy
- insight
- tolerance
- travelling
- confidence
- respect
- cultural awareness
- communication

I discover where French/Spanish is spoken



ALL ABOUT ME

I say my name and how I feel



I learn numbers and say my age



I learn the months and say when my birthday is



CHRISTMAS AND NEW YEAR

I discover how Christmas and New Year are celebrated in French/Spanish speaking countries



EASTER

I discover how Easter is celebrated in French/Spanish speaking countries



I describe my appearance and my character



I say my nationality, where I am from and where I live



I make New Year's resolutions



MY FAMILY

I say who is in my family and give details about them



I say what pet I have and give details



I say what animal I like and why



*Revision all topics
Focus: verbs to have / to be*



CULTURAL: MOVIE STUDY

Year 7 Curriculum Overview- SPANISH

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
All about me	Listening Reading Speaking Writing Translation	I discover where Spanish is spoken in the world I can say my name and how I feel I can say my age and when my birthday is I use the present tense of to be and to have I give reasons I talk about where I'm from and where I live I can describe my appearance and personality I can understand genders. I start to understand the near future tense.		Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses.
My family	Listening Reading Speaking Writing Translation	I can present the members of my family and give details about their age, birthday, appearance, personality, nationality and where they live. I can use the verb "to live" in the present tense I can use other personal pronouns I can understand the masculine and feminine.		Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses.
My pets	Listening Reading Speaking Writing Translation	I can say what pets I have and give details about them such as age, birthday, description etc. I can talk about what animals I like and dislike and why. I can give opinions and reasons.		Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses.

¿Cómo te llamas? (What are you called?)

Me llamo _____. (I am called _____)

¿Qué tal? ¿Cómo estás? (How are you? / How it is going?)

VERB	ADVERB	CONJ.	VERB	ADJECTIVE masculine/feminine/both
Estoy (I am)	muy bien (very well) bien (well) bastante bien (quite well) mal (bad) muy mal (very bad)	porque (because)	estoy (I am)	contento / contenta (happy) relajado / relajada (relaxed) cansado / cansada (tired) nervioso / nerviosa (nervous) preocupado / preocupada (worried) estresado / estresada (stressed) enfermo / enferma (ill) enfadado / enfadada (angry) feliz (happy)

¿Cuántos años tienes?

¿Cuántos años tienes?

Tengo (I have)	uno (1)	dieciséis (16)	año / años. (year / years)
	dos (2)	diecisiete (17)	
	tres (3)	dieciocho (18)	
Tienes (you have) singular	cuatro (4)	diecinueve (19)	
	cinco (5)	veinte (20)	
	seis (6)	veintiuno (21)	
Tiene (he/she has)	siete (7)	veintidós (22)	
	ocho (8)	veintitrés (23)	
	nueve (9)	...	
Tenemos (we have)	diez (10)	treinta (30)	
	once (11)	treinta y uno (31)	
	doce (12)	Treinta y dos (32)	
Tenéis (You have) plural	trece (13)	...	
	catorce (14)	cuarenta (40)	
Tienen (They have)	quince (15)	...	
		cincuenta (50)	

¿Cuándo es tu cumpleaños?

¿Cuándo es tu cumpleaños?			
Noun	verb	number	month
Mi cumpleaños (my birthday)	es el (is the)	uno (1) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho (8) ... veintitrés (23) veinticuatro (24) ... treinta (30) treinta y uno (31)	de enero (January) de febrero (February) de marzo (March) de abril (April) de mayo (May) de junio (June) de julio (July) de agosto (August) de septiembre (September) de octubre (October) de noviembre (November) de diciembre (December)

¿Cuáles son tus propósitos de año nuevo? What are your New Year's resolutions?

Time phrase	IR (to go) present	Infinitive + action
En 2027 (In 2027)	voy a (I am going to...)	pasar menos tiempo en TikTok. (spend less time on TT)
Este año (this year)		jugar menos con la Playstation . (play less on PS)
		jugar con mis hermanos. (play with my siblings)
		levantarme temprano. (get up early)
		acostarme más temprano. (go to bed earlier)
		hacer más deportes. (do more sport)
		arreglar mi dormitorio. (tidy my room)
		leer libros. (read books)
		estudiar más. (study more)
		repasar mis lecciones. (revise my lessons)
		escuchar en clase. (listen in class)
		ayudar mis padres. (help my parents)
		ser amable hacia los demás. (be kind toward others)

¿Cuál es tu nacionalidad?

¿Dónde vives? (Where do you live?)

Verb	Nationality (masculine)	Nationality (feminine)	Conj.	Verb	Prep.	Town	Prep.	Country
Soy (I am)	francés (French)	francesa	y (and) pero (but)	vivo (I live)	en (in) <i>(at)</i>	Paris	en (in)	Francia (France)
	español (Spanish)	española				Madrid		España. (Spain)
	italiano (Italian)	italiana				Barcelona		Italia. (Italy)
	alemán (German)	alemana				Múnich		Alemania. (Germany)
	inglés (English)	inglesa				Londres		Inglaterra. (England)
	galés (Welsh)	galesa				Liverpool		Escocia. (Scotland)
	escocés (Scottish)	escocesa				Chester		Gales. (Wales)
	Irlandés (Irish)	irlandesa				Whitchurch		Reino Unido . (United Kingdom)
	portugués (Portuguese)	portuguesa				Dublín		Irlanda. (Ireland)
	belga (Belgian)	belga				Bruselas		Bélgica. (Belgium)
						Wrexham		Portugal. (Portugal)
						Cardiff		
						Faro		Los Estados Unidos. (United States)
						Lisboa		
						Nueva York		
						Los Ángeles		

¿Cómo eres? (What do you look like?)

Verb	Physical description adjectives		Conj	Personality description adjectives	
Soy (I am) Eres (you are - singular) Es (she/ he is)	alto/a (tall), pequeño/a, bajo/a (small), de estatura mediana (average height) delgado/a (slim), gordo/a (overweight),	viejo/a (old) joven (young) guapo/a (good looking) feo/a (ugly)	y (and) pero (but) Sin embargo (however)	hablador/a (chatty) gracioso/a (funny) molesto/a, pesado/a (annoying) valiente (brave) inteligente	trabajador/a (hardworking) activo/a (active) deportista (sporty) simpático/a (nice) tímido/a (shy)
Somos (we are) Sois (you are – plural) Son (they are)	grandes / pequeños- pequeñas / de estatura media/ delgados- delgadas / gordos- gordas / viejos- viejas / jóvenes / guapos- guapas / feos- feas			Habladores-as/ inteligentes / graciosos-as/ molestos-as / valientes/ trabajadores-as/ activos-as / deportivos-as / simpáticos-as / tímidos-as	

Verb	noun	Colour adj.	Length adj.	conj	Style adj.
(Yo) tengo (I have) (Tu) tienes (you have - singu) (El/ella) tiene (s/he has) (Nosotros) tenemos (we have)	el pelo (the hair)	negro, (black) castaño, (light brown) marrón, (brown) rubio, (blond) gris, (grey) pelirrojo, (ginger)	corto (short) largo (long) a media melena (mid-length)	y (and) pero (but)	liso. (straight) rizado. (curly) ondulado. (wavy) de punta. (spiky)
(Vosotros) tenéis (you have – plural) (Ellos/ellas) tienen (they have)	los ojos (the eyes)	azules (blue) verdes (green) marrones (brown) negros (black)			

En mi familia In my family	hay there is/are	dos/tres/cuatro... two/three/four	personas. people	¿Cuántas personas hay en tu familia? (who is in your family?)			
Tengo I have	un dos tres cuatro	hermano(s) brother (masc.) padre (s) father tío(s) uncle abuelo(s) grandad primo(s) cousin hermanastro(s) step-brother padrastro(s) stepfather	que who	se llama / se llaman is called / are called		Philip/George/Thomas. Lisa/Maya/Lauren.	
				tiene (has) tienen (have)	diez 10 once 11 doce 12 veinte 20	treinta 30 cuarenta 40 cincuenta 50 Sesenta 60	años.
	los ojos	azules marrones			verdes grises		
	el pelo	rubio / negro / rojo castaño / largo / corto de punta/ liso/ ondulado					
	es (is) son (are)	grande(s)/ deportista(s)/ inteligente(s)/ degado(s)/guapo(s)/molesto(s)					
grande(s)/ deportista(s)/ inteligente(s)/ degada(s)/guapa(s)/molesta(s)							
No tengo ningún I don't have any	hermano o hermana brothers nor sisters		porque because	soy I am	hijo único / hija única. an only son / an only daughter.		

¿Tienes mascotas? (Do you have pets?)

Pronoun + verb	Noun	Pro + verb	Adverb	Adjectives (size and qualities)		
Tengo (I have)	un perro (a dog)	que es (which is)	muy (very)	grande (big)	y/e (and)	guapo/a (beautiful)
Tenemos (We have)	un gato (a cat)					mono/a (sweet/cute)
	un conejo (a rabbit)		bastante (quite)	pequeño/a (small)	pero (but)	cruel (vicious)
	un pez (a fish)					inteligente (clever)
	un hamster (a hamster)					aburrido/a (boring)
Me gustaría tener (I would like to have)	un caballo (a horse)					bonito/a (pretty)
	un loro (a parrot)					divertido/a (fun)
	una cobaya (a guinea-pig)					feo/a (ugly)
	una serpiente (a snake)					gracioso/a (funny)
	una tortuga (a turtle)					

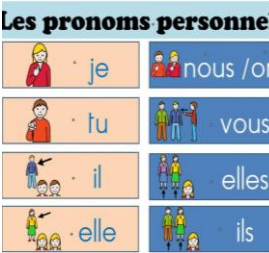
Verb	Name	Pronoun	Colour adjective	
Se llama (He/she is called)	?	y es (and he/she is)	marrón (brown)	blanco/a (white)
			negro/a y blanco/a (black and white)	atigrado/a (tabby)
			negro/a (black)	pelirrojo/a (ginger)
			gris (grey)	multicolor (multi-coloured)

¿Te gustan los animales? Do you like animals?

Opinion	Animal	Conjunction	Reason (Adjective)
Me encantan (I love)	los gatos (cats) los cocodrilos (crocodiles) los caballos (horses) los delfines (dolphins)	porque son (because they are)	adorables (adorable) preciosos (beautiful) peligrosos (dangerous)
Me gustan (I like)	los perros (dogs) los elefantes los hámsteres (hamsters) los leones (lions) los conejos (rabbits) los tigres (tigers)		enormes (huge) inteligentes (smart) agresivos (vicious/aggressive)
No me gustan (I don't like)	los lobos (wolves) los insectos (insects/bugs) los tiburones (sharks) los ratones (mice)	ya que son (as they are)	monos (cute) simpáticos (friendly) feroces (ferocious)
Prefiero (I prefer)	las arañas (spiders) las jirafas (giraffes) las tortugas (turtles) las ranas (frogs) las serpientes (snakes)	dado que son (given that)	adorables (adorable) preciosas (beautiful) peligrosas (dangerous)
Detesto/odio (I hate)			enormes (huge) inteligentes (smart) agresivas (vicious/aggressive) monas (cute) simpáticas (friendly) feroces (ferocious)

THE PRESENT TENSE: SER (TO BE) / TENER (TO HAVE)

Pronoun + verb	adjective / noun / noun + adjective	
Soy (<i>I am</i>) Eres (<i>You are/singular</i>) Es (<i>He/she/it is</i>) Somos (<i>We are</i>)	ingles(a) <i>English</i> / francés(a) <i>French</i> / español(a) <i>Spanish</i> / alemán(a) <i>German</i> . alto(a) <i>tall</i> / pequeño(a) <i>small</i> / viejo(a) <i>old</i> / joven <i>young</i> / delgado(a) <i>slim</i> . hablador(a) <i>chatty</i> / divertido(a) <i>funny</i> / fastidio(a) <i>annoying</i> / simpático(a) <i>nice</i> . ingleses(as) / franceses(as) / españoles(as) / alemanes(as)	Singular
Sois (<i>You are/plural</i>) Son (<i>They are</i>) Ser – to be	altos(as) / pequeños(as) / viejos(as) / jóvenes / delgados(as) habladores(as) / divertidos(as) / fastidios(as) / simpáticos(as)	Plural <div>Take <u>the underlined letters</u> off before adding the feminine plural ending</div>
Tengo (<i>I have</i>) Tienes (<i>You have/singular</i>) Tiene (<i>He/she/it has</i>) Tenemos (<i>We have</i>) Teneis (<i>You have/plural</i>) Tienen (<i>They have</i>) Tener – to have	diez 10 / once 11 / doce 12 / trece 13 / veinte 20 / treinta 30 / cuarenta 40 años. los ojos azules/verdes/marrones. <i>blue/green/brown eyes</i> el pelo negro/rubio. <i>black/blond hair</i> el pelo corto/largo. <i>Short/long hair</i> el pelo liso/rizado. <i>Straight/curly hair</i> un hermano/ a brother/a sister / un padre a father / una madre a mother. un perro a dog / un gato a cat / un conejo a rabbit / un pez a fish.	

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Grammar	Cognate	A word that looks or sounds similar in two different languages because they came from the same original word. <i>Example: “animal” in English and “animal” in French.</i>	 
	Noun	A word that names a person, place, thing, or idea. <i>Example: “teacher”, “London”, “football”.</i>	
	Pronoun	A word that replaces a noun so you don't repeat it. <i>Example: “he”, “she”, “it”, “they”. This is my new pet dog. <u>She</u> likes to go on long walks.</i>	
	Verb	A word that shows an action or a state of being. <i>Example: “run”, “think”, “is”.</i>	

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding								
Grammar	Gender	In some languages, words are put into groups like masculine and feminine. It doesn't always match real-life gender. <i>Example: In French, "la table" (the table) is feminine.</i>	 <div>French Most Common Adjectives - Part 12 (Masculine)</div> <table><tr><td>loud bruyant</td><td>satisfied satisfait</td></tr><tr><td>easy facile</td><td>kind gentil</td></tr><tr><td>young jeune</td><td>sweet sucré</td></tr><tr><td>bitter amer</td><td>full plein</td></tr></table>	loud bruyant	satisfied satisfait	easy facile	kind gentil	young jeune	sweet sucré	bitter amer	full plein
loud bruyant	satisfied satisfait										
easy facile	kind gentil										
young jeune	sweet sucré										
bitter amer	full plein										
	Adjective	A word that describes a noun. <i>Example: "blue", "tall", "funny".</i>									
	Agreement	When words in a sentence have to match each other in things like number or gender. <i>Example: "He is" but "They are".</i>	 <div>NOTE: Adjectives ending in "e", "a" or consonant do not mark gender.</div>								

I recall what I learned last year

***I say what subjects
I like to study and
why***



*I talk about sports
and my opinions*

*I learn the time and
talk about my
school day*

I compare how Easter is celebrated in French/Spanish speaking countries and the UK

I talk about my weekend plans

I talk about food and ordering at a restaurant

CULTURAL: MOVIE STUDY

Year 8 Curriculum Overview- FRENCH

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Y7)	Future learning (KS3)
My school life	Listening Reading Speaking Writing Translation	I can say what subjects I like and dislike and why I can compare my teachers and talk about them I can tell the time I can talk about my school day in details I can use opinion verbs followed by infinitives I can use different conjunctions I start to conjugate regular verbs in the present tense I can use comparative structures I can sequence events	Present tense of regular verbs Adjectives Opinion verbs and conjunctions Numbers Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.
My Free time	Listening Reading Speaking Writing Translation	I can talk about sports I like to do and dislike I can talk about activities I do depending on what the weather is like I can talk about my weekend plans I can talk about food and ordering at a restaurant I consolidate the present tense I can form and use the near future tense I develop more complex sentences	Present tense of regular verbs Adjectives Opinion verbs and conjunctions Numbers Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.

Quelles matières aimes-tu?

Opinion	Verb + subject		Conjunction	verb + reason	
J'adore <i>I love</i>	étudier <i>to study</i>	l'anglais <i>English</i> l'espagnol <i>Spanish</i> le théâtre <i>Drama</i> l'E.P.S <i>PE</i> le français <i>French</i> l'enseignement moral et civique <i>PSHE</i>	parce que <i>because</i> car <i>because</i> mais <i>but</i> donc <i>therefore</i> cependant <i>however</i> par exemple <i>for example</i>	c'est <i>it is</i> je pense que c'est <i>I think that it's</i> je crois que c'est <i>I believe that it's</i> à mon avis c'est <i>in my opinion it's</i> je trouve ça <i>I find that</i>	intéressant <i>interesting</i> sensass <i>sensational</i> formidable <i>great</i> utile <i>useful</i> merveilleux <i>marvellous</i> passionnant <i>exciting</i> fascinant <i>fascinating</i> génial <i>great</i> amusant <i>funny</i> drôle <i>funny</i> marrant <i>funny</i> facile <i>easy</i> ennuyeux <i>boring</i> monotone <i>boring</i> embêtant <i>annoying</i> difficile <i>difficult</i> fatigant <i>tiring</i> inutile <i>useless</i> nul <i>rubbish</i> horrible <i>horrible</i>
J'aime beaucoup <i>I like a lot</i>		l'éducation religieuse <i>RE</i> l'informatique <i>ICT</i> l'éducation musicale <i>Music</i> l'histoire <i>History</i> la géographie <i>Geography</i> la technologie <i>technology</i> la philosophie <i>philosophy</i> la physique <i>physics</i> la chimie <i>chemistry</i> la biologie <i>biology</i>			
J'aime <i>I like</i>					
J'aime assez <i>I quite like</i>					
Je n'aime pas <i>I don't like</i>					
Je n'aime pas du tout <i>I don't like at all</i>					
Je déteste <i>I hate</i>					
Je préfère <i>I prefer</i>					

Good to know: les SVT = les Sciences de la Vie et de la Terre

¿Comment sont tes professeurs? What are your teachers like?

Noun	School subject	Verb	Comp. 1	Adjective	Comp.2	Noun + school subject
Mon professeur d' <i>My teacher of (m)</i> Ma professeur d' <i>My teacher of (f)</i>	anglais <i>English</i> espagnol <i>Spanish</i> éducation religieuse <i>RE</i> informatique <i>ICT</i> éducation musicale <i>Music</i> histoire <i>History</i> E.P.S <i>PE</i> enseignement moral et civique <i>PSHE</i> arts plastiques (m) <i>art</i>	est <i>is</i>	plus <i>more</i> moins <i>less</i>	sympa <i>nice</i> aimable <i>kind</i> marrant(e) <i>funny</i> compréhensif/ compréhensive <i>understanding</i>	que <i>than</i>	mon professeur de <u>théâtre.</u> ma prof d'<u>histoire.</u>
Mon prof de <i>My teacher of</i> Ma prof de <i>prof(s) is also used in an informal way. It is the shorten version of professeur</i>	théâtre <i>Drama</i> français <i>French</i> géographie <i>Geography</i> technologie <i>technology</i> philosophie <i>philosophy</i> physique <i>physics</i> chimie <i>chemistry</i> biologie <i>biology</i> mathématiques (f) <i>Maths</i> sciences (f) <i>Science</i> (S.V.T)		aussi <i>as</i>	patient(e) <i>patient</i> sévère <i>strict</i> bavard (e) <i>talkative</i> ennuyeux ennuyeuse <i>boring</i>		You can swap the underlined school subject for any other (see column 2)

COMMENT EST TA JOURNÉE SCOLAIRE?

Noun	verb	hours	minutes	conj	verb	hours	minutes
La journée (the day) Le cours d'anglais (The <u>English</u> class) Le cours d'espagnol La récré (Break) (récréation) Le déjeuner (Lunch)	commence (starts)	à huit heures_ (at 8 o'clock) à neuf heures_ (at 9 o'clock) à midi (at midday) à une heure (at 1 o'clock) à deux heures_ (at 2 o'clock) à trois heures_ (at 3pm)	cinq/dix/vingt/vingt-cinq (5/10/20/25 past) et quart (quarter past) et demie (half past) moins cinq/dix/vingt/vingt-cinq (5/10/20/25 to) moins le quart (quarter to)	et and	finit ends	à dix heures_ (at 10 o'clock) à onze heures_ (at 11 o'clock) à midi (at 12pm) à une heure à trois heures_ à quatre heures_ (at 4 o'clock)	cinq/dix (5/10 past) vingt/vingt-cinq (20/25 past) et quart (quarter past) et demie (half past) moins cinq/dix (5/10 to) moins vingt/vingt-cinq (20/25 to) moins le quart (quarter to)

Noun (days)	timephrases	Verb	School subject	Verb	Subject	Frequency
Le lundi Le mardi Le mercredi Le jeudi Le vendredi Le samedi Le dimanche	matin (morning) après-midi (afternoon) ,en premier, (first) ,en dernier, (last)	j'ai / je n'ai pas cours d'/de (I have class of / I don't have class of) J' étudie/ je n'étudie pas le/l'/la/les (I study / I don't study) J'apprends / je n'apprends pas le/l'/la/les (I learn / I don't learn)	technologie informatique E.P.S histoire sciences mathématiques espagnol anglais arts plastiques	J'ai cours d'/de J' étudie le/l'/la/les J'apprends le/l'/la/les	technologie informatique E.P.S histoire sciences mathématiques espagnol anglais arts plastiques	<u>une fois par semaine.</u> (once a week) <u>deux fois par semaine.</u> (twice a week) tous les jours. (everyday)

Quel sport fais-tu ? (What sport do you do?)

Time marker/frequency	verb	sport	who with	sequencing
Avant/Après le collège, Before/After school D'habitude (Usually) Normalement (Normally) De temps en temps (From time to time) Parfois, (Sometimes) Souvent, (Often) Tous les jours, (Everyday) Deux fois par semaine (Two times a week) Quatre fois par mois, (Four times a month) À dix-sept heures, (At 5pm) Vers huit heures, (around 8am) Quand j'ai le temps, (When I have time) Le week-end Le matin/l'après-midi (in the morning/afternoon) Le samedi/ dimanche (On Saturdays/Sundays) Pendant mon temps libre (during my free time)	je fais (I do) Il/elle fait (he/she does) on fait (one does - often translated using « we ») nous faisons (we do) Ils/elles font (they do)	du footing (jogging) du sport du vélo (biking) du V.T.T (mountain biking) du karaté de l'équitation (horse riding) de l'athlétisme (athletics) de l'escalade (rock climbing) de la randonnée (hiking) de la natation (swimming) de la boxe (boxing)	avec mes/ses/leurs amis/copains (with my/his-her/their friends) avec mon/son/leur frère (with my/his-her/their brother) avec ma/sa/leur sœur (with my/his-her/their sister) avec mes/ses/leurs parents (with my/his-her/their parents) avec ma/sa/leur famille (with my/his-her/their family) avec mon/son/leur équipe (with my/his-her/their team) avec mon/son/leur meilleur ami (masc.) (with my/his-her/their best friend) avec ma/sa/leur meilleure amie (fem) (with my/his-her/their best friend) avec mon/son petit-ami (with my/her-his boyfriend) avec ma/sa petite-amie (with my/her-his girlfriend) tout seul/toute seule (on my own)	ensuite... next/afterwards après... after finalement... finally puis... then <i>(you can then go back to the start of the SB to add more activities in order to develop your written/spoken answer)</i>
<div> Negative verbs: Je ne fais jamais de...(I never do...) On ne joue pas (one doesn't play) </div>	je joue (I play) Il/elle joue (he/she plays) on joue (one plays/we play) nous jouons (we play) Ils/elles jouent (they play)	au basket (basketball) au foot (football) au tennis au rugby au netball au cricket au volley au ping-pong au squash à la pétanque (boules)		

Que fais-tu quand il pleut? (What do you do when it's raining?)

Weather structure	verb	activity	
Quand il fait beau , (When the weather is good)	je fais / je ne fais pas (I do) / (I don't do)	du footing (jogging)	de la randonnée (hiking)
Quand il fait mauvais (When the weather is bad)	mon amie Anna fait /ne fait pas (my friend Anna does/ doesn't do)	du sport (sports)	de la natation (swimming)
Quand il fait chaud (When it is hot)		du vélo (biking)	du ski (skiing)
Quand il fait froid (When it is cold))		de l'équitation (horse riding)	mes devoirs (my homework)
Quand il y a du soleil , (When it is sunny)		de l'escalade (rock climbing)	ses devoirs (his/her homework)
Quand il y a du vent , (When it is windy)	je joue / je ne joue pas (I play) / (I don't play)	au basket (basketball)	aux jeux-vidéos (video-games)
Quand il y a des nuages , (When it is cloudy)	mon ami Lionel joue / ne joue pas (my friend Lionel plays / doesn't play)	au foot (football)	avec mes / ses copains/copines (with my / his-her friends)
Quand il y a du brouillard (When it is foggy)		aux cartes (cards)	
Quand il y a de l'orage , (When it is stormy)		aux échecs (chess)	
Quand il pleut , (When it rains)	je reste / je ne reste pas (I stay / I don't stay)	chez moi (at my home)	
Quand il neige , (When it snows)	mon ami(e) Philippe / Lydia reste/ ne reste pas (my friend Philippe / Lydia stays / doesn't stay)	dans ma chambre (in my bedroom)	
		au lit (in bed)	
		chez lui /elle (at his / her home)	
	je lis / je ne lis pas / elle-il lit (I read / I don't read / she/he reads)	un livre (a book)	des BD (comics)
	je regarde / je ne regarde pas (I watch / I don't watch)	la télé (TV)	des films (movies)
Extension: <i>negative forms of weather structures</i> Quand il ne fait pas beau/chaud/froid Quand il n'y a pas de soleil/vent/nuages / etc Quand il ne pleut pas Quand il ne neige pas	je vais / je ne vais pas (I go / I don't go) mon amie Marie va / ne va pas (my friend Marie goes / doesn't go)	au centre commercial (to the shopping centre) au centre sportif (to the sports centre) au gymnase (to the gym) à la montagne (to the mountains)	à la pêche (fishing) à la piscine (to the swimming pool) à la plage (to the beach) chez mon/son ami(e) (to my /his-her friend's house)

Tu vas faire quoi ce weekend? (What are you going to do this weekend?)

Time structure	verb	Infinitive	activity		
Le weekend prochain (Next weekend)	je vais (I am going)	faire (to do)	du sport (sports)	le ménage (the cleaning)	mes devoirs (my homework)
Samedi prochain (Next Saturday)			beaucoup de choses (a lot of things)	la vaisselle (the dishes)	nos devoirs (our homework)
Dimanche prochain (Next Sunday)		jouer (to play)		à manger (the cooking)	ses devoirs (his/her homework)
Demain matin (Tomorrow morning)			au basket (basketball)		avec mes amis (with my friends)
Demain après-midi (Tomorrow afternoon)			au foot (football)		avec nos amis (with our friends)
Demain soir (Tomorrow evening)	ma sœur va (my sister is going)	aller (to go)	aux jeux-vidéos (video-games)		avec ses amis (with his/her friends)
Après-demain (The day after tomorrow)			aux cartes (cards)		avec leurs amis (with their friends)
		voir (to see)	à une fête (to a party)	au centre commercial (to the shopping centre)	
	mon frère et moi allons (my brother and I are going)	me lever (to get up) / me coucher (to go to bed) / me reposer (to rest)	faire des courses (shopping)	un concert (a concert)	un film (a film)
				un match de foot (a football match)	une pièce de théâtre (a play)
		se lever (to get up) / se coucher (to go to bed) / se reposer (to rest)			tôt (early) / tard (late)
		nous lever (to get up) / nous coucher (to go to bed) / nous reposer (to rest)			à dix heures (at 10am)
	mes parents vont (my parents are going)	se lever (to get up) / se coucher (to go to bed) / se reposer (to rest)			à midi (at lunchtime)
					à minuit (at midnight)

EXPRESSING YOUR OPINION

Verb	quantifier	adjective	conjunction	verb	adjective	
Ce sera (It will be)	assez (quite) un peu (a bit) très (very) vraiment (really)	ennuyeux (boring) amusant (fun) intéressant (interesting)	car / parce que (because) mais (but) même si (although)	c'est (it is) je trouve ça (I find this)	marrant (fun) fatigant (tiring) cher (expensive) dur (tough) utile (useful)	facile (easy) difficile (difficult) passionnant (exciting) relaxant (relaxing) inutile (useless)
Ce ne sera pas du tout (it won't be...at all)		fatigant (tiring) sensass (sensational)	cependant (however)			

AU CAFÉ/AU RESTAURANT

Serveur/serveuse	Client			
Bonjour, vous êtes combien? (Hello, how many are there?)	Je voudrais une table pour une/deux/trois/quatre/cinq/... personne(s) s'il vous plaît. (I would like a table for 1/2/3/4/5/.../people please.)			
Oui, bien sûr, suivez-moi. (Yes, of course, follow me)	Merci. (thank you)			
Voici le menu. (Here is the menu)	Merci. (Thank you)			
Alors, qu'est-ce que vous allez boire? (So, what are you going to drink?)	Je voudrais (I would like)	un coca cola une limonade un Orangina	un jus d'orange (orange juice) un jus de pomme (apple juice) un diabolo menthe (mint cordial)	une eau minérale un café un thé
D'accord. Et qu'est-ce que vous allez manger? (OK. And what are you going to eat?)	Comme entrée, je voudrais (For starter, I would like)	du pâté / de la salade / de la soupe (paté / a salad / a soup)	avec (with)	des frites (chips) une salade les légumes du jour (veg of the day) Mayonnaise fromage (cheese) Ketchup vinaigrette (dressing)
	Comme plat principal, je voudrais (For my main, I would like)	la pizza / le burger / la salade le croque monsieur le poulet rôti (roast chicken) le sandwich au jambon (ham sandwich) le sandwich au fromage (cheese sandwich) les pâtes (pasta)	sans (without)	
Bien Monsieur/Madame. Je reviens dès que c'est prêt. (OK Sir/Madam. I come back as soon as it's ready.) – Wait a bit before next step.				
The waiter/waitress comes back with the food. Et voilà! Bon appétit! (time passes and waiter/waitress comes back to the table)				
Monsieur/Madame, vous avez fini? (Have you finished?)	Oui, merci, c'était délicieux/bon. (Yes, it was delicious/nice)			
Est-ce que vous allez manger un dessert? (are you going to eat a dessert?)	Oui, je voudrais (yes I would like)	un beignet (a doughnut) / une crêpe (a pancake) / une glace (an ice cream) / une tarte (a tart) / un sorbet (a sorbet) et l'addition aussi s'il vous plaît. (and the bill too please)		
	Non merci, je pourrais avoir l'addition s'il vous plaît? (No thank you. Could I have the bill please?)			
Oui, voilà Monsieur/Madame. Ça fait _____ (number) Euros, s'il vous plaît. (Yes, here it is Sir/Madam. That's _____ Euros, please).	Voilà, gardez la monnaie. Merci beaucoup, au revoir. (Here, keep the change. Thank you very much, goodbye.)			

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Grammar	Opinion	What <i>you</i> think or feel about something. <i>Example: “I like Spanish”, “I think French is fun”.</i>	
	Justification	A reason that explains <i>why</i> you have that opinion. <i>Example: “I like Spanish because it’s easy”.</i>	
	Infinitive	The basic form of a verb — the version you find in the dictionary. <i>French examples: “manger”, “vendre” “finir”</i> <i>Spanish examples: “comer”, “vivir” “gustar”</i>	
	Present tense	A verb form used to talk about things happening <i>now</i> or things that happen regularly. <i>Example: “I play”, “She eats”, “We go”.</i>	

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Grammar	Future tense	A verb form used to talk about things that will happen later. <i>Example: “I will go”, “She is going to eat”.</i>	
	Conditional tense	A verb form used to talk about what <i>would</i> happen if something else were true. <i>Example: “I would like”, “We would go”.</i>	
	Time markers	Words or phrases that show <i>when</i> something happens. <i>Examples: “yesterday”, “tomorrow”, “next week”, “every day”.</i>	
	Frequency	How often something happens. <i>Examples: “always”, “often”, “sometimes”, “never”.</i>	
	Comparative	A way of comparing two things using words like “more”, “less”, or “-er”. <i>Examples: “bigger”, “more interesting”, “less difficult”.</i>	

RETRIEVAL BRAINSTORM

I recall what I learned last year



MY HOME AND MY REGION

I describe my home



I describe my bedroom and furniture



HOLIDAYS

I talk about my future holiday plans



I describe what I can do in my neighbourhood



I talk about local and regional features, characteristics and problems



Consolidation
Focus: present and future
tenses formation



I describe a past holiday



CULTURAL: MOVIE STUDY

Year 9 Curriculum Overview- SPANISH

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Y8)	Future learning (KS3)
My home and my region	Listening Reading Speaking Writing Translation	I can describe my home and what furniture I have. I can talk about the characteristics of my region I can say what shops/facilities there are in my town and what I can do in my neighbourhood. I can form and use the present tense of regular and irregular verbs. I can use modal verbs. I can use more complex structures to express my opinions. I can manipulate the language.	Present tense Future tense Opinion verbs Conjunctions Comparative Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity
My holidays	Listening Reading Speaking Writing Translation	I talk about future holidays. I describe a past holiday. I can form and use the near future / future tense. I can form and use the past tense (imperfect/perfect tenses) I can use the conditional tense. I can add complexity by using different tenses together and sequencing my narrative.	Present tense Future tense Opinion verbs Conjunctions Comparative Sequencing Gender	Develop answers to speaking, reading and writing tasks which include content learnt whilst manipulating the language to talk about others and use different tenses with increasing complexity.

¿Cómo es tu casa? (What is your house like?)

En mi casa, In my house En esta casa (in this house)	hay there is/are	cuatro/ cinco/ seis...	habitaciones. (rooms)	
En la planta baja On the ground floor En la primera planta On the first floor En la segunda planta On the second floor En el ático (In the attic) En el sótano (In the basement) Afuera (Outside)	hay (there is/are) no hay (there isn't / aren't) me gustaría que hubiera (I would like there to be) <div> No hay nada = there is nothing </div>	un (a/one) masc.	salón (living room) garaje (garage) jardín (garden) balcón (balcony) comedor (dining room) baño (bathroom) ascensor (lift) dormitorio (bedroom)	bonito/a (pretty) grande (big) pequeño/a (small) viejo/a (old) nuevo/a (new) moderno/a. (modern)
		una (a/one) fem.	cocina (kitchen) oficina (office) habitación (room/bedroom) terrazza (terrace) piscina (a swimming pool)	cómodo/a (comfortable) incómodo/a. (uncomfortable)
		baños. (toilets) escaleras. (stairs)		grandes/pequeños/ grandes/pequeñas.

¿Cómo es tu habitación?(What is there in your bedroom?)

Room	Verb	furniture	position	furniture
En la habitación, (in my bedroom) En la habitación de mis padres (in my parents' bedroom) En la habitación de mi hermano/ hermana (in my brother's/sister's bedroom) En mi habitación favorita (In my favourite room)	hay un (there is/are a) (masculine) hay una (there is/are a) feminine no hay un/una (there isn't/ aren't a)	escritorio (desk) ordenador (computer) portátil (laptop) armario (wardrobe) mesa (table) cama (bed) alfombra (rug) mesita (bedside table) ventana (window) silla (chair) lámpara (lamp) puerta (door)	a la derecha del/de la (on the right of the) a la izquierda del/de la (on the left of the) al lado del/de la (next to the) encima del/ de la (on top of the) debajo del/ de la (under the) delante del/de la (in front of the) detrás del/de la (behind the)	escritorio. ordenador. portátil. armario. mesa. cama. alfombra. mesita. ventana. silla. lámpara. puerta.

¿Cómo es tu región? (What is your region like?)

Vivo <i>I live</i> Vive <i>He/She lives</i> Vivimos <i>We live</i> Viven <i>They live</i>		en una región <i>in a region</i> en un lugar <i>in a place</i>		en el oeste <i>of the West</i> en el este <i>of the East</i> en el norte <i>of the North</i> en el noroeste en el centro	en el noreste en el sur <i>of the South</i> en el suroeste en el sureste	de Francia. <i>of France.</i> de Inglaterra. <i>of England.</i> de Portugal. <i>of Portugal.</i> de Reino Unido. <i>of the UK.</i> de los Estados Unidos. <i>of the USA.</i>
Es una región <i>It is a region</i> Es un lugar <i>It is a place</i>	industrial <i>industrial</i> cultural <i>cultural</i> histórico/ca <i>historic</i>	agrícola <i>agricultural</i> gastronómico/ca <i>gastronomic</i> costero/costera <i>coastal</i>		donde <i>where</i>	hace frío <i>it is cold</i> hace calor <i>it is hot</i> llueve <i>it rains</i> nieva <i>it snows</i> hace sol <i>it is sunny</i>	a menudo. <i>often</i> todo el tiempo. <i>all the time</i> de vez en cuando <i>from time to time.</i> raramente. <i>rarely</i>
Lo mejor/ lo peor <i>The best / The worst</i> El problema <i>The problem</i> La ventaja <i>The advantage</i> El inconveniente <i>The inconvenient</i> Lo que más/ menos me gusta <i>What I like the most/the least</i>	es <i>it is</i>	que hay <i>there are</i>	muchos/as <i>a lot of/many</i> pocos/as <i>few/not many</i>	bosques <i>forests</i> lagos <i>lakes</i> montañas puentes <i>bridges</i> paisajes bonitos	playas <i>beaches</i> monumentos puertos <i>ports</i> ríos <i>rivers</i> paisajes bonitos <i>beautiful landscapes</i>	parques de atracciones <i>theme parks</i> estaciones de esquí <i>ski resorts</i> balnearios <i>seaside resorts</i>
		que es <i>that it is</i> que no es <i>that it is not</i>		turístico ruidoso <i>noisy</i> limpio <i>clean</i> pintoresco	bonito <i>beautiful</i> pacífico <i>peaceful</i> está aislado <i>isolated</i> pintoresco <i>picturesque</i>	vasto <i>vast</i> muy pequeño <i>very small</i> animado <i>busy</i> tranquilo <i>quiet</i>

¿Qué puedes hacer en tu región/ pueblo/ barrio? (What can you do in your region/in your town/in your neighbourhood?)

En mi pueblo, <i>In my village/town,</i> En mi ciudad, <i>In my city,</i> En mi región, <i>In my region,</i> En mi barrio, <i>In my neighbourhood</i>	se puede <i>you can</i> no se puede <i>you cannot</i> es posible <i>it is possible</i> es imposible <i>it is impossible</i> es difícil <i>it is difficult</i> es fácil <i>it is easy</i>	hacer muchos deportes <i>to do a lot of sports</i> ver partidos de fútbol <i>to watch football games</i> ver películas <i>to watch a film</i> ir a restaurantes <i>to go to restaurants</i> divertirse <i>to entertain oneself</i> ir de compras <i>to go shopping</i> ir de paseo <i>to go for a walk</i> visitar otros pueblos/barrios <i>to visit other towns/neighbourhoods/regions</i> hacer turismo <i>to do sightseeing</i> ir a la piscina <i>to go to the swimming pool</i>	porque <i>because</i> ya que pero <i>but</i>	hay <u>un</u> <i>there is a/an (masc)</i> no hay <u>un</u> <i>there isn't / aren't</i>	estadio <i>stadium</i> campo de fútbol <i>football pitch</i> polideportivo <i>sports centre</i> cine jardín publico <i>public park</i> mercado <i>market</i>	museo <i>museum</i> banco <i>bank</i> supermercado <i>supermarket</i> centro comercial <i>shopping centre</i> ayuntamiento <i>town hall</i>
				hay <u>una</u> <i>there is a/an (fem)</i> no hay <u>una</u>	panadería <i>bakery</i> pista de patinaje <i>ice rink</i> plaza <i>town square</i> biblioteca <i>library</i> peluquería <i>hairdressers</i>	iglesia <i>church</i> oficina de correos <i>post office</i> comisaría <i>police station</i> estación de tren/autobús <i>train/bus station</i> calle peatonal <i>pedestrian street</i>
				hay <i>there are</i> no hay	restaurantes bares <i>pubs</i> monumentos	transporte público <i>public transport</i> tiendas <i>shops</i>

¿A dónde vas a ir de vacaciones?Where are you going to go on holidays?

El próximo año next year	voy a ir de vacaciones I'm going to go on holidays	A España /a Francia /a Italia / a Grecia/ a Suiza / a Polonia / a Rumania / a Cuba / a Turquía / a África / a Portugal/ a Méjico/ a Gales/ a Escocia/ a Inglaterra/ a la Republica Dominicana	Voy a viajar I'm going to travel	en avión. by plane
El invierno que viene next winter	vamos a ir de vacaciones we are going to go on holidays		Vamos a viajar We are going to travel	en tren. by train
Éste verano this summer				en coche. by car
En dos años In 2 years time	vais* a ir de vacaciones you are going to go on holidays	a los Estados Unidos/ a las Islas Canarias	Vais a viajar You are going to travel	en barco. by boat
En 2024 In 2024				en autobús. by coach

* **Vais** is the plural form of **you (you all)**

Voy a pasar I'm going to spend	un mes one month	con/ sin mi familia. with / without my family.	Voy a alojarme/quedarme en I'm going to stay in	un hotel de lujo. a luxury hotel
Vamos a pasar We're going to spend	dos semanas two weeks	con / sin mis amigos. con / sin mis padres.	Vamos a alojarnos/ quedarnos en We're going to stay in	un hotel barato. a cheap hotel
Vais a pasar You're going to spend	cinco días five days	en pareja. as a couple allí. over there	Vais a alojaros/quedaros en You are going to stay in	un albergue juvenil . a youth hostel
				un apartamento de alquiler. a rented flat
				un camping. a campsite
				la casa de mi familia. my family's house

Voy a I'm going	descansar to rest broncearme / broncearnos / broncearos – tomar el sol to sunbathe	Pienso que será I think it will be	genial. great
Vamos a We are going	montar en bici to ride a bike hacer escalada/ hacer buceo to do rock-climbing / to do scuba diving		fantástico. amazing
Vais a You are going	hacer turismo to do sightseeing ir de excursión to do day trips	Creo que será I believe that it will be	horrible.
	nadar en el mar to swim in the sea visitar monumentos to visit monuments		difícil. difficult
	sacar fotos to take pictures mandar mensajes to send text messages	En mi opinión será In my opinion, it will be	monótono. boring
Me gustaría/ me encantaría I would like/ love	ir a la discoteca to go clubbing ir a la playa to go to the beach		duro. tough
	hacer esquí to ski comprar recuerdos to buy souvenirs		divertido. fun
Nos gustaría/ nos encantaría We would like/love	probar platos típicos to taste typical dishes alquilar un coche/ bicis/ una moto acuática/ esquís / to rent a car/bikes / a jet-ski / skis		cansado. tiring
	aprovechar los restaurante/ actividades make the most of the restaurants/activities		bonito. pretty
			tranquilo. quiet
			emocionante. exciting
			sensacional. great/sensational
			maravilloso. marvellous
			inolvidable. unforgettable

¿A dónde fuiste de vacaciones? Where did you go on holidays?

El año pasado last year	fui I went	a España /a Francia /a Italia / a Grecia/ a Suiza / a Polonia / a Rumania / a Cuba / a Turquía / a África / a Portugal/ a Méjico/ a Gales/ a Escocia/ a Inglaterra/ a la Republica Dominicana	Viajé I travelled	en avión. by plane
El invierno pasado last winter	fuiste you s. went		Viajaste you ...	en tren. by train
El verano pasado last summer	fue she/he went		Viajó he/she...	en coche. by car
Hace dos años 2 years ago	fuimos we went		Viajamos we travelled	en barco. by boat
En 2020 In 2020	fuisteis you p. went		Viajasteis you p...	en autobús. by coach
	fueron they went		Viajaron they ...	

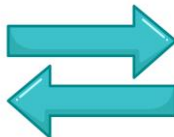
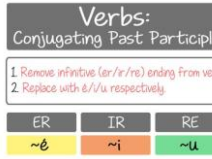
Pasé I spent	un mes one month	con/ sin mi familia. with / without my family.
Pasamos We spent	dos semanas two weeks	con / sin mis amigos. con / sin mis padres.
Pasasteis You spent	cinco días five days	en pareja. as a couple allí. over there

Me alojé/ quedé en I stayed	un hotel de lujo. a luxury hotel
Nos alojamos/ quedamos en We stayed in	un hotel barato. a cheap hotel
Os quedasteis/ alojasteis You stayed in	un albergue juvenil . a youth hostel
	un apartamento de alquiler. a rented flat
	un camping. a campsite
	la casa de mi familia. my family's house

Descansé I rested	Tomé el sol I sunbathed
Descansamos We rested	Tomamos el sol We sunbathed
Fui a la discoteca I went clubbing	Fui a la playa I went to the beach
Hice I did	bici biking/ escalada rock-climbing/ buceo scuba diving / turismo sightseeing
Hicimos We did	/ excursiones day trips / esquí skiing
Nadé en el mar swam in the sea	Envié mensajes I sent text messages
Nadamos en el mar we swam in the sea	Enviamos mensajes We sent text messages
Visité monumentos I visited monuments	Compré recuerdos I bought souvenirs
Visitamos monumentos we visited ...	Compramos recuerdos We bought....
Saqué fotos I took photos	Probé platos típicos I tasted typical dishes
Sacamos fotos we took photos	Probamos platos típicos We tasted...
Alquilé un coche I rented a car	
Alquilamos un coche we rented a car	

Pienso que fue I think it was	genial. great
	fantástico. amazing
	horrible.
	difícil. difficult
Creo que fue I believe that it	monótono. boring
Was	duro. tough
	divertido. fun
En mi opinión fue In my opinion, it was	cansado. tiring
	bonito. pretty
	tranquilo. quiet
	emocionante. exciting
	sensacional. great/sensational
	maravilloso. marvellous
	inolvidable. Unforgettable

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Grammar	Prepositions	Small words that show the relationship between things — usually about place, time, or direction. <i>Examples: “in”, “on”, “to”, “under”, “after”.</i>	
	Negatives	Words or structures used to say something is <i>not</i> happening. <i>French: “ne...pas” → “not” Spanish: “no” → “not”</i>	
	Superlative	A way of saying something is the most or least out of a group. <i>Examples: “the biggest”, “the most interesting”, “the least expensive”.</i>	
	Modal verbs	Verbs that show ability, permission, obligation, or possibility. <i>Examples: “can”, “must”, “should”, “might”.</i> In French/Spanish these include verbs like <i>pouvoir/poder</i> , <i>devoir/deber</i> .	

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Grammar	Reflexive verbs	Verbs where the action is done to yourself . They use special pronouns like “myself”, “yourself”, “himself”. <i>French: “se laver” (to wash oneself) Spanish: “lavarse” (to wash oneself)</i>	
	Auxiliary verbs	Helping verbs used to form different tenses. In French/Spanish, these are usually to have or to be . <i>French: “avoir”, “être” Spanish: “haber”</i>	
	Perfect / Preterite tense	A past tense used to talk about completed actions. “have done” (used in French and Spanish). Preterite simple past used in Spanish for finished actions. <i>Examples: “I have eaten”, “I went”, “She arrived”.</i>	
	Past participle	The verb form used with an auxiliary verb to make past tenses. <i>English examples: “played”, “eaten”, “gone”. French: “mangé”, “fait”, “vu” Spanish: “comido”, “hecho”, “visto”</i>	
	Subjunctive	A special verb form used to express wishes, doubts, emotions, or uncertainty. Often appears after certain phrases. <i>French: “Il faut que...” Spanish: “Es importante que...”</i>	

RETRIEVAL BRAINSTORM

I recall what I learned last year



TH.1 - IDENTITY AND RELATIONSHIPS WITH OTHERS

I talk about family relationships and friendships



I talk about marriage



TH.1 HEALTHY LIVING AND LIFESTYLE

I discuss food and drinks



I analyse my lifestyle and discuss healthy living



TH.1 FUTURE STUDY AND WORK

I talk about my work experience.



I talk about rules and problems in school



I discuss school/college life.



TH.1 EDUCATION

I talk about school facilities.



TH.2 - FREE TIME ACTIVITIES

I talk about my free time in different timeframes



I discuss books and movies



Tu t'entends avec ta famille / tes amis? Do you get on with your family / your friends?

<p>Je m'entends bien avec <i>I get on well with</i></p> <p>Je m'entends assez bien avec <i>I get on quite well with</i></p> <p>Je m'entends toujours bien avec <i>I always get on well with</i></p> <p>Je m'entends mal avec <i>I get on badly with</i></p> <p>Je ne m'entends pas bien avec <i>I don't get on well with</i></p> <p>Je ne supporte pas <i>I can't stand</i></p> <p>Je me dispute avec <i>I argue with</i></p>	<p>ma mère <i>my mother</i></p> <p>ma sœur aînée <i>my older sister</i></p> <p>ma petite sœur <i>my little sister</i></p> <p>ma copine Marie <i>my friend Marie</i></p> <p>mon père <i>my father</i></p> <p>mon frère aîné <i>my older brother</i></p> <p>mon petit frère <i>my little brother</i></p> <p>mon ami Fred <i>my friend Fred</i></p>	<p>parce qu'elle est car elle est</p> <p>cependant elle est <i>however she is</i></p> <p>bien qu'elle soit <i>although she is</i></p> <p>parce qu'il est car il est</p> <p>cependant il est <i>however he is</i></p> <p>bien qu'il soit <i>although he is</i></p>	<p>compréhensif/ compréhensive <i>understanding</i></p> <p>fiable <i>reliable</i></p> <p>généreux/ généreuse</p> <p>gentil/ gentille <i>kind</i></p> <p>ouvert(e) d'esprit <i>open-minded</i></p> <p>patient(e)</p> <p>respectueux/ respectueuse</p> <p>serviable <i>helpful</i></p> <p>arrogant(e)</p> <p>sévère <i>strict</i></p> <p>égoïste <i>selfish</i></p> <p>méchant(e) <i>mean</i></p> <p>menteur/ menteuse <i>liar/lying</i></p> <p>têtu(e) <i>stubborn</i></p> <p>lunatique <i>moody</i></p> <p>violent(e)</p> <p>bavard(e) <i>talkative</i></p> <p>impoli(e) <i>impolite</i></p>	<p>et and</p> <p>cependant <i>however</i></p>	<p>il/elle m'aide souvent. <i>he/she often helps me.</i></p> <p>il/elle me laisse sortir. <i>he/she lets me go out.</i></p> <p>il/elle me laisse tranquille. <i>he/she leaves me alone.</i></p> <p>il/elle m'encourage beaucoup. <i>he/she encourages me a lot.</i></p> <p>il/elle me comprend. <i>he/she understands me.</i></p> <p>il/elle ne me gronde pas. <i>he/she doesn't shout at me.</i></p> <p>il/elle ne se moque pas de moi. <i>he/she doesn't make fun of me.</i></p> <p>il/elle ne me ment pas. <i>he/she doesn't lie to me.</i></p> <p>il/elle me critique toujours. <i>He/she always criticises me.</i></p> <p>il/elle ne m'aide jamais. <i>he/she never helps me.</i></p> <p>il/elle ne me laisse jamais sortir. <i>he/she never lets me go out.</i></p> <p>il/elle me gronde souvent. <i>he/she often shouts at me.</i></p> <p>il/elle se moque de moi tout le temps. <i>he/she makes fun of me all the time.</i></p> <p>il/elle ne m'écoute pas. <i>he/she doesn't listen to me.</i></p>
<p>Je m'entendrais mieux avec elle si elle était plus/moins <i>I would get on better with her if she was more/less</i></p> <p>Je m'entendrais mieux avec lui s'il était plus/moins <i>I would get on better with him if he was more/less</i></p> <p>Je la supporterais plus si elle était plus/moins <i>I would stand her more if she was more/less</i></p> <p>Je le supporterais plus s'il était plus/moins <i>I would stand him more if he was more/less</i></p> <p><i>Use with the adjectives in the purple box only.</i></p>					

Tu aimerais te marier?

Verb	infinitive	Reason	verb	Infinitive
Je vais <i>I'm going</i> Je ne vais pas <i>I'm not going</i>	me marier <i>to get married</i>	parce que <i>because</i>	je veux je ne veux pas	avoir des enfants/une famille. <i>to have children/a family.</i>
Je voudrais <i>I would want</i> Je ne voudrais pas <i>I would not want</i>	me marier à vingt-cinq ans <i>to get married at 25 years old</i>	car puisque <i>as</i>	je voudrais je ne voudrais pas	avoir une certaine sécurité. <i>to have a safety net.</i>
J'aimerais <i>I would like</i> Je n'aimerais pas <i>I would not like</i>	me fiancer <i>to get engaged</i>	mais <i>but</i>	j'aimerais je n'aimerais pas	suivre le modèle familiale traditionnel. <i>to follow the traditional family model.</i>
Je veux <i>I want</i> Je ne veux pas <i>I don't want</i>	me pacser <i>to enter into a civil partnership</i>	cependant <i>however</i>	j'espère je n'espère pas	me séparer de mon petit(e) ami(e). <i>to break up with my bf/gf.</i>
J'espère <i>I hope</i> Je n'espère pas <i>I don't hope</i>	vivre en couple avec mon/ma partenaire <i>to live as a couple with my partner</i>		il est important de/d' <i>it is important (of)</i> il n'est pas important de/d' <i>It is not important (of)</i>	moderniser les modèles familiaux. <i>to modernise family models.</i>
	être/rester célibataire <i>to be/to stay single</i>		il est nécessaire de/d' <i>it is necessary (of)</i> il n'est pas nécessaire de/d' <i>it is not necessary (of)</i>	divorcer comme mes parents. <i>to get divorced like my parents.</i>
				vivre en concubinage. <i>to cohabite</i>
				garder ma liberté/mon indépendance. <i>to keep my freedom/independence.</i>
				continuer mes études. <i>to continue my studies.</i>
				voyager autour du monde. <i>to travel around the world.</i>
				suivre une carrière professionnelle. <i>to follow a professional career.</i>

Le PACS: PActe Civil de Solidarité. In France, a **civil solidarity pact**, commonly known as a **PACS** (pronounced [paks](#)), is a contractual form of civil union between two adults for organising their joint life. It brings rights and responsibilities, but less so than marriage. The PACS was voted for by the French Parliament in October 1999.

Qu'est-ce que tu manges normalement?

<p>Au petit-dejeuner (At breakfast)</p> <p>Au déjeuner (At lunch)</p> <p>Au goûter À quatre heures (For afternoon snacks)</p> <p>Au dîner: (At dinner)</p>	<p>normalement je prends/ je mange / je bois (I normally take / eat / drink)</p> <p>parfois je prends / mange / je bois (sometimes I take / eat / drink)</p> <p>je ne prends / mange / bois pas/jamais (but I don't/never take / eat/drink...)</p>	<p>des céréales au miel. (cereals and honey)</p> <p>une tranche de pain. (a slice of bread)</p> <p>une tartine au beurre et à la confiture. (a toast with butter and jam)</p> <p>un café/un thé/du lait / du jus d'orange / de l'eau. (a coffee/a tea/ milk / orange juice / water)</p> <p>du poulet avec du riz. (chicken and rice)</p> <p>du curry de poulet. (chicken curry)</p> <p>du curry végétarien. (vegetable curry)</p> <p>un sandwich au jambon/fromage. (a ham/cheese sandwich)</p> <p>de la nourriture coréenne/chinoise/italienne. (Korean/Chinese/ Italian food)</p> <p>de la salade. (salad)</p> <p>de la soupe au poisson. (fish soup)</p> <p>de la soupe de légumes. (vegetables soup)</p> <p>du poisson. (fish)</p> <p>du bœuf. (beef)</p> <p>de la paella. (rice from Valencia)</p> <p>des fruits de mer. (seafood)</p> <p>un burger. (a burger)</p> <p>des pâtes/des nouilles. (pasta)</p> <p>des frites. (chips)</p> <p>de la malbouffe. (junk food)</p> <p>des biscuits. (cookies)</p>	<p>J'aime bien en manger / boire car (I like to eat / drink it because)</p> <p>Je n'aime pas du tout en manger / boire car (I really don't like to eat / drink it because)</p>	<p>cette nourriture / boisson est (très/trop): (this food / drink is very/too)</p> <p>savoureuse (tasty)</p> <p>délicieuse (delicious)</p> <p>commode (convenient)</p> <p>saine (healthy)</p> <p>relevée (spicy)</p> <p>salée (salty)</p> <p>sucrée (sweet)</p> <p>sèche (dry)</p> <p>grasse (fatty)</p> <p>fade (bland/tasteless)</p> <p>malsaine (unhealthy)</p> <p>dégoutante (disgusting)</p> <p>rafraichissante (refreshing)</p> <p>j'aime la nourriture relevée. (I love spicy food)</p> <p>j'aime le goût. (I like the taste)</p> <p>je suis allergique aux fruits de mer/aux produits laitiers/au gluten. (I'm allergic to seafood/dairy products/gluten)</p> <p>je suis végétarien/végétarienne. (I am vegetarian)</p> <p>mon père/ ma mère le/la fait mieux que tout le monde. (my mum/dad does it better than anyone else)</p> <p>c'est ce que l'on mange / boit d'habitude. (it's what we usually eat / drink)</p> <p>c'est une nourriture traditionnelle. (It's a traditional food)</p> <p>c'est mon plat préféré / ma boisson préférée (it's my favourite dish / drink)</p> <p>ça me rappelle mon enfance. (It reminds me of my childhood)</p> <p>ça sent mauvais. (It stinks)</p> <p>Ça m'hydrate (it hydrates me)</p> <p>ça me fait prendre du poids. (It makes me gain weight)</p> <p>ça laisse un mauvais goût dans la bouche. (It leaves a bad taste in my mouth)</p> <p>ça me remplit l'estomac. (it fills me up)</p> <p>le café me réveille.(coffee wakes me up)</p>
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Que doit-on faire pour rester en forme? (What should you do to stay healthy?)

Sentence starters	verbs	Infinitive + advice
Pour rester en forme <i>to stay in shape</i>	il faut / il ne faut pas <i>you must/ you must not</i>	contrôler son stress. <i>to control your stress.</i>
Pour être en bonne santé <i>to be in good health</i>	il faudrait / il ne faudrait pas <i>you should / you shouldn't</i>	dormir huit heures par jour. <i>to sleep 8 hours a day.</i>
Pour ne pas grossir <i>to not put on weight</i>	on doit / on ne doit pas <i>one must / one must not</i>	manger cinq portions de légumes et fruits par jour. <i>to eat 5 portions of veg and fruits a day.</i>
Si on veut rester en forme <i>if you want to stay in shape</i>	on devrait / on ne devrait pas <i>one ought / one ought not</i>	avoir un régime équilibré. <i>to have a balanced diet.</i>
Si on veut perdre du poids <i>if you want to lose weight</i>	il est important de/d' <i>It is important</i>	se laver les dents après manger. <i>to brush your teeth after eating.</i>
Si on veut vivre plus longtemps <i>if you want to live longer</i>	Il est nécessaire de/d' <i>It is necessary</i>	éviter de boire trop de café. <i>to avoid to drink too much coffee.</i>
		éviter de fumer des cigarettes. <i>to avoid smoking cigarettes.</i>
		éviter les sucreries. <i>to avoid sugary things.</i>
		déjeuner tous les jours. <i>to eat breakfast every day.</i>
		faire de l'exercice trois fois par semaine. <i>to do exercise 3 times a week.</i>
		boire deux litres d'eau par jour. <i>to drink 2 litres of water a day.</i>
		boire d'alcool. <i>drink alcohol.</i>
		prendre des drogues. <i>take drugs.</i>

Comment est ton collège? (Les installations)

<p>Dans mon collège (In my school)</p> <p>Le meilleur aspect de mon collège c'est qu' (the best aspect of my school is that)</p>	<p>il y a (there is/are)</p>	<p>un centre sportif (a sport centre) un terrain de foot (a football pitch) un court de tennis (a tennis court) un gymnase (a gym) une bibliothèque (a library) une salle de profs (a staff room) une piscine (a swimming pool) une cantine (a canteen)</p>	<p>et (and)</p>	<p>des laboratoires (laboratories) des salles de classe (classrooms) des salles de réunion (meeting rooms) des salles d'informatique (ICT rooms) des vestiaires (changing rooms) des cours de récréation (playgrounds)</p>	<p>bien/mal équipé(e)(s) bien/mal entretenu(e)(s) (well/badly maintained) bien/mal décoré(e)(s) (well/badly decorated) moderne(s) ancien(ne)(s) (old) énorme(s) (huge) minuscule(s) tranquille(s) (quiet) bruyant(e)(s) (noisy) animé(e)(s) (lively) propre(s) (clean) sale(s) (dirty)</p>
<p>J'aimerais qu'il y ait (I would like there to be)</p> <p>Ce serait mieux s'il y avait (It would be better if there were)</p>					
<p>Cependant (however)</p> <p>Le pire aspect de mon collège c'est qu' (the worst aspect of my school is that)</p>	<p>il n'y a pas de (there isn't / aren't)</p>	<p>centre sportif terrain de foot court de tennis gymnase bibliothèque salle de profs piscine cantine</p>	<p>ni (nor)</p>	<p>de laboratoires de salles de classe de salles de réunion de salles d'informatique de vestiaires</p>	<p>bien équipé(e)(s) bien entretenu(e)(s) bien décoré(e)(s) moderne(s) énorme(s) tranquille(s) animé(e)(s) propre(s)</p>

Que penses-tu du règlement scolaire?

Verbs of obligation	Infinitive structures	Opinion verbs	Adj/adverbs/nouns
On peut (you can) On doit (you must) Il est permis de (it is allowed to) On est obligé de (you are obliged to) Il faut (you have to) On a le droit d'/de (we have the right)	boire de l'eau en classe. (to drink water in class) porter un uniforme. (to wear a uniform) faire les devoirs. (to do your homework) éteindre son téléphone. (to switch your phone off) se respecter. (to respect each other) lever la main. (to raise your hand) ranger la classe. (to tidy the classroom) être à l'heure. (to be on time) apporter son matériel. (to bring your equipment) écouter les professeurs. (to listen to the teachers) rester dehors pendant la récréation. (stay outside during break)	Je crois que c'est I believe it is Je pense que c'est I think it is Je dirais que c'est I would say it is Je trouve que c'est I find that it is À mon avis c'est In my opinion it is Selon moi c'est (According to me it is)	une mauvaise idée. (a bad idea) bête. (silly) ridicule. (absurd) terrible. dommage. (a pity) casse-pieds. (a nuisance) très strict. méchant. (mean) nécessaire. normal. merveilleux. (wonderful) sympa. (cool) juste (fair) une bonne idée. (a good idea) la moindre des choses. (the least somebody can do)
On ne peut pas (you can't) On ne doit pas (you mustn't) Il ne faut pas (you have to not) Il n'est pas permis de (it is not allowed to) On n'est pas obligé de (you are not obliged to) Il est interdit de (it is forbidden to) Il est défendu de (it is forbidden to) On n'a pas le droit d'/de (we don't have the right)	porter des bijoux ni de maquillage. (to wear jewellery nor make-up) avoir des piercings. (to have piercings) mâcher du chewing-gum. (to chew gum) parler en classe. (to talk in class) dire de gros mots. (to say rude words – to swear) utiliser les portables. (to use mobile phones) manger en classe. (to eat in class) fumer. (to smoke) écouter de la musique en classe. (to listen to music in class) porter ses propres vêtements. (to wear your own clothes) porter des chaussures de sport. (to wear sport shoes)		

Pour ou contre l'uniforme scolaire?

Opinion	connective	raisons
Je suis pour (I am for)	parce que (because) car (because) cependant (however)	ça encourage la discipline. (it encourages discipline) tous les élèves se ressemblent. (pupils all look the same) il n'y a pas de différences entre les classes sociales. (there isn't any difference in social classes) on ne fait pas la différence entre les riches et les pauvres. (we can't see the difference between the rich and the poor) c'est chic et c'est pratique. (it's chic and practical) c'est une bonne idée d'avoir des vêtements pour le collège et des vêtements différents pour le weekend. (it is a good idea to have different clothes for school and for the weekend) avec un uniforme, les élèves ont un sens d'identité. (with a uniform, pupils have a sense of identity)
Je suis contre (I am against)		c'est stupide de porter une cravate quand il fait chaud. (it is stupid to wear a tie when it is hot) tous les élèves se ressemblent. (pupils all look the same) je préfère porter un jean et un sweat. (I prefer to wear a pair of jeans and a hoodie) c'est assez cher et c'est démodé. (it is quite expensive and old-fashioned) une jupe n'est pas pratique pour les filles en hiver. (a skirt is not practical for girls in winter) on ne peut pas porter de marques. (you can't wear brands) c'est bizarre que les filles portent une cravate. (it's strange that girls wear a tie) j'aimerais porter des bijoux. (I would like to wear jewellery) c'est contre notre liberté d'expression. (it is against our freedom of expression)

Comment était ton stage en entreprise?

L'année dernière (Last year) Le mois dernier (Last month) La semaine dernière (last week) Il y a quatre mois (Four months ago) En 2018 (In 2018)	j'ai fait mon stage (I did my work experience)	dans un magasin. (in a shop) dans un café. dans un centre d'équitation. (in a riding school) dans un cabinet vétérinaire. (in a vet surgery) dans un bureau. (in an office) dans un salon de coiffure. (in a hairdressing salon) dans un garage. dans une école. (in a school)	Le stage	a duré (lasted)	une semaine. (one week) deux semaines. (two weeks) un mois. (one month) cinq jours. (five days)	Je travaillais (I worked)	de huit heures (from 8am) de huit heures et demie (from 8:30am) de neuf heures (from 9am)	à cinq heures. (until 5pm) à cinq heures et demie. (until 5:30pm) à six heures. (until 6pm)
						La journée (the day)	commençait (started)	à huit heures (at 8am)
						et (and)	finissait (ended)	à cinq heures. (at 5pm)

Chaque jour (each day) Le lundi (on Monday) Du lundi au vendredi (From Monday to Friday)	je faisais des photocopies/du classement. (I made copies / I filed paperwork) j'aidais les clients/les animaux/les enfants/mon patron/mes collègues/le vétérinaire/le professeur. (I helped clients/animals/children/my boss/my colleagues/the vet/the teacher) je m'occupais des animaux/des enfants. (I took care of the animals/children) je nettoysais les outils/le sol/les tables. (I cleaned the tools/the floor/the tables) je donnais à manger aux chevaux/aux enfants. (I fed the horses/the children) je rangeais les outils / les choses. (I tidied up the tools/things) je vendais des vêtements. (I sold clothes) je lisais aux enfants. (I read to the children) je répondais au téléphone. (I answered the phone) je lavais les cheveux/le sol. (I washed hair/floor) je servais les clients. (I served clients)	J'ai trouvé que (I found that) J'ai pensé que (I thought that) Je dirais que (I would say that) À mon avis (In my opinion)	mon patron ma patronne le travail les clients les animaux les enfants mes collègues	était (was) étaient (were)	sympa paresseux/se/s gentil/le/s aimable/s travailleur/se/s monotone/s intéressant/e/s	passionnant/e/s attentif/ve/s organisé/e/s patient/e/s rigoureux/se/s comprehensif/ve/s énergique/s
		Ce que j'ai préféré le plus (What I preferred the most) Ce que j'ai préféré le moins (what I preferred the least)	c'était (was)	mes collègues/les animaux/mon patron/les enfants. faire des photocopies/du classement. aider les clients/les animaux/les enfants/mes collègues/le vétérinaire/le professeur. m'occuper des animaux/des enfants/des chevaux. nettoyer les outils/le sol. / ranger les outils. vendre des vêtements. lire aux enfants / laver les cheveux/le sol. servir les clients / répondre au téléphone.		

Quel métier voudrais-tu faire? (what job would you like to do?)

En ce moment (at the moment)	je veux être/devenir I want to be /become	médecin. doctor infirmier(ière). nurse professeur/se. teacher enseignant(e). teacher pilote. pilot	Pour le devenir, il faut To become it, you must	être to be	attentif - attentive concentré – focussed créatif - creative de grande taille - tall logique - logical organisé - organised patient - patient	rigoureux - rigorous scientifique - scientific sportif - sporty travailleur – hardworking compréhensif – understanding compétitif – competitive énergique – energetic
Quand j'étais jeune (when I was young)	je voulais être/devenir I want to be /become	informaticien(ne). IT technician peintre-décorateur. painter-decorator secrétaire. secretary coiffeur/se. hairdresser maçon. bricklayer			à l'écoute – a good listener sensible aux formes et aux couleurs – aware of form and colour sensibilisé à l'environnement – environmentally aware doué en mathématiques – really good at math doué en langues – really good at languages	
À l'avenir In the future Un jour One day Quand je serai adulte When I'm an adult	je serai I will be je deviendrai I will become			aimer to like	les jeunes – young people la liberté d'esprit – the spirit of liberty transmettre le savoir – transmitting knowledge	
Si c'était possible If it were possible Après avoir fini mes études After having finished my studies	je voudrais être I would like to be j'aimerais devenir I would like to become	électricien(ne). electrician mécanicien(ne). mechanic comptable. accountant avocat. solicitor vendeur/vendeuse. shop assistant		avoir to have prêter to pay	une bonne coordination des yeux et des mains – a good hand-eye coordination l'esprit d'entreprise – an entrepreneurial spirit le goût de la compétition – a taste for competition une bonne vue – good eye-sight un bon esprit d'équipe – a good team spirit attention aux détails – attention to detail	

Qu'est-ce que tu aimes faire? (What do you like to do?)

Adverb	Verb	Activity (infinitive)	Connective	opinion	Activity
Souvent often Parfois sometimes D'habitude usually De temps en temps from time to time	je veux I want je ne veux pas I don't want j'aime I like Je n'aime pas I don't like Je préfère I prefer	partager des vidéos to share videos télécharger des chansons to download songs écouter de la musique to listen to music	et and aussi also mais but cependant however par contre on the other hand	je préfère I prefer j'apprécie I appreciate je ne supporte pas d'/de I can't stand	aller au centre sportif/commercial to go to the sports/shopping centre envoyer des SMS to send texts sortir avec mes amis to go out with my friends
Quand j'étais jeune When I was young	j'avais l'habitude de I used to je voulais I wanted j'aimais I liked	jouer au foot/tennis jouer aux jeux vidéos/cartes to play videogames/cards faire de l'équitation/natation to do horse riding/swimming	mais maintenant but now	je veux I want	regarder la télé/Netflix to watch TV/Netflix
Demain tomorrow	je vais I'm going	faire du sport to do sports chatter avec mes copains to chat with my friends faire les magasins to go shopping	cependant maintenant however now	j'aime I like	voir des films to watch a film
Quand je serai plus âgé(e) When I'm older Si j'avais l'opportunité If I had the opportunity	j'aimerais I would like je voudrais I would want je préférerais I would prefer	faire du sport to do sports chatter avec mes copains to chat with my friends faire les magasins to go shopping		J'aime beaucoup I like a lot je déteste I hate	aller au cinéma jouer d'un instrument to play an instrument lire un livre to read a book
*Bien que Although *This is followed by the subjunctive present	j'aime I like je veuille I want je déteste I hate	You can use any activities mentioned in topics such as free time, chores, technology etc.			You can use any activities mentioned in topics such as free time, chores, technology etc.

Quel film/livre aimes-tu?

Chaque jour Each day D'habitude Usually Maintenant Now	je regarde I watch je ne regarde pas I don't watch je lis I read je ne lis pas I don't read		des films des livres books des séries	d'action policiers/policières dramatiques historiques comiques	de guerre war d'horreur de science fiction romantiques d'aventures	vu que seen as car étant donné que given that cependant however		je les trouve I find them ils/elle sont they are	amusants/amusantes. fun captivants/captivantes. fascinants/fascinantes. effrayants/effrayantes. scary relaxants/relaxantes. spectaculaires. nuls/nulles. rubbish ennuyeux/ennuyeuses. boring divertissants/divertissantes.	
Hier yesterday		j'ai vu I saw	un film	qui s'appelle which is called	add name or title.	J'ai aimé I liked it Je n'ai pas aimé I didn't like it J'ai détesté I hated it Ça m'a passionné I was passionate Ça m'a plu It pleased me Ça ne m'a pas plu It didn't please me	car	ça m'a rendu it made me (+ adj)	entertainant/entertaining sad / happy	
La semaine dernière last week Le weekend dernier last weekend Il y a trois jours 3 days ago		j'ai lu I read	une série un dessin animé une émission de télé-réalité un jeu télévisé un documentaire un livre une BD un magazine un journal newspaper					ça m'a fait it made me (+ inf)	stresser /rire / pleurer / réfléchir. stress / laugh /cry / think	
								l'intrigue était déroutante. the plot was confusing il y avait une intrigue à rebondissements. there were plot twists il y avait trop de violence. there was too much violence Il y avait beaucoup de bagarres. there were a lot of fights c'était prévisible. it was predictable les personnages sont charismatiques. The characters are charismatic.		
								l'histoire était the storyline was la bande sonore était the soundtrack was le suspense était la fin était the ending was le jeu était the acting was		prévisible / imprévisible. choquant / choquante. shocking intéressant / intéressante. génial/géniale. surfait/surfaite. overrated monotone. boring

MOCKS REVISION

I prepare for the September mock



TH.3 – MEDIA AND TECHNOLOGY

I analyse the pros and cons of technology & social media



TH.2 – CELEBRITY CULTURE

I give my opinions about celebrities



TH.1 EDUCATION

I discuss school/college life.



I talk about school facilities.



TH.3 – WHERE PEOPLE LIVE

I explain the past and current problems of my region



I talk about jobs and personal qualities.



TH.1 FUTURE STUDY AND WORK

I talk about my work experience.



I talk about rules and problems in school



TH.3 – THE ENVIRONMENT AND SOCIAL ISSUES

I discuss environmental and societal problems.



REVISION



Speaking

Listening/Reading

Writing



SUCCESS AT GCSE



¿Cuáles son los beneficios y los peigos de la tecnología portátil? What are the benefits and dangers of mobile technology?

El/Los beneficio(s) <i>The benefit(s)</i> La/Las ventaja(s) <i>The advantage(s)</i> El/Los mayores atributos <i>The major asset(s)</i>	de la tecnología portátil <i>of mobile techonology</i> de los móviles <i>of mobile phones</i>	es/son is/are podría/ podrían ser <i>could be</i>	la posibilidad <u>de</u> <i>the possibilty</i>	comunicarse con la familia y los amigos que viven lejos. <i>to communicate with one's family and friends who live afar.</i> compartir fotos y videos facilmente. <i>to share photos/videos easily</i> estar en contacto con la familia. <i>to stay in contact with one's family.</i> facilitar la vida, <i>to make life easier.</i> reducir el aburrimiento. <i>to reduce boredom.</i> conectarse con la gente a la que le interesan las mismas cosas. <i>to connect with people who like the same thing.</i> intercambiar mensaje/información rápidamente. <i>to exchange messages/information quickly.</i> organizar la vida de las personas. <i>to organise people's lives.</i>
El/Los peligro(s) <i>The danger(s)</i> El/Los inconveniente(s) <i>The inconvenient(s)</i> El/Los problema(s) más inquietantes <i>The most worrying problem(s)</i>	de las redes sociales <i>of social networks</i>	puede/pueden ser <i>can be</i> parece/ parecen ser <i>appear(s) to be</i>	el riesgo de <i>the risk (of)</i>	robo de identidad. <i>identity theft</i> fraude. <i>fraud.</i> radicalización. <i>radicalisation.</i> ciberacoso. <i>cyberbullying</i> volverse antisocial. <i>to become antisocial.</i> perder el contacto con la realidad. <i>to lose contact with reality.</i> ser estafado. <i>to get ripped off.</i> hablar con gente peligrosa. <i>to talk to dangerous people.</i> engancharse/ volverse adicto. <i>to become addicted.</i> perder la autoestima. <i>to lose one's self-confidence.</i> deteriorar su salud mental. <i>to worsen one's mental health.</i>

↑

← If you choose more than one benefit or danger, you will need to use the verb in the plural form and pick more than one reason. →

Unit 15. Talking about a person I admire

Algún día, me gustaría ser como [One day, I would like to be like]	mi madre [my mother] mi padre [my father] mi profe de español [my Spanish teacher] Ariana Grande Dwayne “The Rock” Johnson	Cristiano Ronaldo Greta Thunberg Leo Messi Selena Gomez Taylor Swift
Una persona a la que admiro es [A person that I admire is]		
Una persona que me inspira es [A person who inspires me is]		

porque es [because he/she is]	carismático/a [charismatic] guay [cool] creativo/a [very creative] fuerte [strong] guapo/a [handsome/pretty]	inteligente [very intelligent] optimista [optimistic] rico/a y famoso/a [rich and famous] un genio [a real genius] valiente [brave]
porque está de moda [because they are the ‘in thing’]		

Él [He]	es un gran [is a great...]	actor/actriz [actor/actress] cantante [singer] jugador/jugadora de fútbol [footballer] músico/música [musician] político/política [politician]
	es una gran [is a great...]	
	*es un crack [he/she is a legend]	jugando al fútbol [at playing football] tocando la guitarra [at playing guitar]
	*Anchor’s note: this is informal but VERY idiomatic ☺	
	es alguien que ha tenido éxito en la vida [is someone who has been successful in life] es querido/querida por todo el mundo [is loved by everyone] es respetado/respetada por todo el mundo [is respected by everyone] baila fenomenal [dances amazingly well] hace mucho voluntariado [does a lot of charity work] juega muy bien al fútbol/baloncesto/golf [plays football/basketball/golf very well] me inspira a ser mejor persona [inspires me to be a better person] no tiene miedo de nada [is not afraid of anything] se ha sacrificado mucho por su familia [has made a lot of sacrifices for his/her family] siempre va bien vestido/vestida [is always very well dressed] tiene el cuerpo perfecto (a mi juicio) [has a perfect body (in my opinion)]	
Ella [She]		
	lucha por [fights for]	causas importantes [important causes] causas nobles [noble causes] el medioambiente [the environment] la igualdad de género [gender equality] la justicia social [social justice] la paz mundial [world peace]

¿Qué asignaturas te gusta/no te gusta estudiar en tu colegio?

Prefiero (I prefer) Me gusta (I like) Me encanta (I love) Me gusta mucho (I like it a lot) Me mola/chifla (I fancy) Me apasiona (I am passionate about) Adoro (I adore) Me fascina (I am fascinated about) Se me da bien (I am good at) Se me da mal (I am bad at) No me gusta nada (I don't like it at all) Me molesta (It annoys me) Odio (I hate) No aguanto (I can't stand)	estudiar (to study) escribir (to write) leer (to read) aprender (to learn) hablar (to speak) escuchar (to listen)	(fem) historia geografía música educación física (PE) filosofía informática (IT) tecnología (DT) religión (masc) español francés alemán (German) inglés arte teatro (drama) (plural) ciencias matemáticas negocios (business)	porque... ...es/son (is/are) ...creo que es/son (I think it is/are) dado que es/son... ya que... ...es/son ...diría que es/son... (I would say that) ...pienso que es/son... ...me parece que es/son... (it seems to me that it is)	interesante/s emocionante/s (exciting) relajante/s (relaxing) divertido/a/as (fun) fascinante/s (fascinating) útil/es (useful) práctico/a/s (practical) peligroso/a/s (dangerous) difícil/es (difficult) monótono/a/s (boring) molesto/a/s (annoying) estúpido/a/s (stupid)	y (and) y también (and also) y además (as well as) pero (but) sin embargo (however)	saco buenas notas. (I get good grades) saco malas notas. (I get bad grades) es mi asignatura favorita. (it's my favourite subject) el/la profesor/a me hace reír. (the teacher makes me laugh) soy flojo/a en esta asignatura. (I am not good at this subject) el/la profesor/a me da muchos deberes. (the teacher gives me a lot of homework) el/la profesor/a es estricto/a y me da miedo. (the teacher is strict and scares me) es (son) útil (es) para mi futuro. (it is useful for my future) es (son) más importante (s) que (+ subj) (it's more important than...)
Cuando era pequeña/o (when I was young)	estudiaba (I used to study) solía estudiar (I used to study)					
Si tuviera la oportunidad (If I had the opportunity) Si pudiera (If I could)	estudiaría (I would study) me gustaría estudiar					

¿Cómo son las instalaciones en tu colegio? (What are the facilities like in your school?)

En mi colegio/instituto (In my school) El mejor aspecto de mi instituto es que (the best aspect of my school is that)	hay (there is/are)	un polideportivo (a sport centre) un campo de fútbol (a football pitch) un gimnasio (a gym) una cancha de tenis (a tennis court) una biblioteca (a library)	y (and)	laboratorios (laboratories) clases (classrooms) salas de reuniones (meeting rooms) aulas de informática (ICT rooms) vestuarios (changing rooms)	bien/mal equipado/a/s bien/mal mantenido/a/s (well/badly maintained) bien/mal decorado/a/s (well/badly decorated) moderno/s/a viejo/a/s (old) enorme(s) (huge) pequeño/a/s tranquilo/a/s (quiet) ruidoso/a/s (noisy) animado/a/s (lively) limpio/a/s (clean) sucio/a/s (dirty)
Sin embargo (however) El peor aspecto de mi colegio es que (the worst aspect of my school is that)	no hay (there isn't / aren't)	una sala de profesores (a staff room) una piscina (a swimming pool) una cafetería (a canteen)	ni (nor)	patios (playgrounds)	
Me gustaría que hubiera (I would like that there was/were) Sería mejor si tuviera (It would be better if it had)	un polideportivo un campo de fútbol un gimnasio una cancha de tenis una biblioteca una sala de profesores una piscina una cafetería		y	laboratorios clases salas de reuniones aulas de informática vestuarios patios	mejor equipados/as. mejor decorados/as. más modernos/as. enorme(s) más tranquilos/as.

¿Cuáles son las normas en tu escuela? (What are the school rules in your school?)					
Location	Modal verb	Infinitive verb + activity:	Connectives		Opinion
En mi colegio (In my school)	está prohibido (is it forbidden)	escuchar música en clase (listen to music in class)	y (<i>and</i>)	any Infinitiv e verb + Activity from previous column	Pienso/ creo que es/ son... (I think that it is/ they are)
En mi instituto	no se permite (is not allowed)	mandar mensajes en tu móvil (send messages in your phone)	además (<i>in addition</i>)		Diría que es/son... (I would say that it is/ they are)
En mi escuela	no se debe (you shouldn't)	comer chicle (eat chewing gum)	también (<i>also</i>)		una tontería. (silly)
	no se puede (you cannot)	correr por los pasillos (run in the corridors)	o (<i>or</i>)		terribles.
		llevar maquillaje (wear makeup)			estúpidas.
		llevar zapatillas de deporte (to wear sport shoes)			un rollo. (a drag)
		llevar joyas (wear jewelrily)	pero (<i>but</i>)		una pena. (a pity)
		usar el móvil en clase (use the phone in class)	sin embargo (<i>however</i>)		un fastidio. (nuisance)
		dibujar en las mesas (draw on tables)	ni (<i>neither/n or</i>)		muy estricto/a/s.
		faltar el respeto (be disrespectful)			
	se debe (you should)	escuchar a los profesores (listen to teachers)			guay/s. (cool)
	tienes que (you have to)	hacer los deberes (do homework)			necesario/a/s.
	hay que (you must)	ser puntual (be on time)			estupendo/a/s. (wonderful)
		mantener las aulas limpias (keep classrooms tidy)			
		asistir diariamente a clase (attend lessons)			
		llevar uniforme (wear uniform)			

El uniforme escolar: un debate

Opinion	connective	raisons
Estoy a favor del uniforme (I am for the uniform)	porque (because) ya que (because) sin embargo (however)	fomenta la disciplina. (it encourages discipline) todos los alumnos se parecen. (pupils all look the same) no hay diferencias entre las clases sociales. (there isn't any difference in social classes) no se puede diferenciar entre los ricos y los pobres. (we can't see the difference between the rich and the poor) es chic y es práctico. (it's chic and practical) es buena idea tener ropa para el instituto y ropa diferente para el fin de semana. (it is a good idea to have different clothes for school and for the weekend) llevar uniforme provee un sentido de identidad a los alumnos. (to wear a uniform, provides a sense of identity to pupils)
Estoy en contra del uniforme (I am against the uniform)		es tonto llevar una corbata cuando hace calor. (it is stupid to wear a tie when it is hot) todos los alumnos se parecen. (pupils all look the same) prefiero llevar vaqueros y una sudadera. (I prefer to wear a pair of jeans and a hoodie) es bastante caro y anticuado. (it is quite expensive and old-fashioned) llevar una falda en invierno no es práctico para las chicas. (to wear a skirt in winter is not practical for girls) no se puede llevar ropa de marca. (you can't wear branded clothes) es extraño que la chicas lleven una corbata. (it's strange that girls wear a tie) me gustaría llevar joyas. (I would like to wear jewellery) va en contra de nuestra libertad de expresión. (it goes against our freedom of expression)

¿Qué hiciste para tus prácticas? What did you do for your work experience?

¿Qué hiciste para tus prácticas? What did you do for your work experience?						
Hice mis prácticas laborales en... I did my work experience in... Pasé... días trabajando en... I spent ... days working in...	una agencia de viajes a travel agents where la empresa de mi madre my mums company una emisora de radio a radio station	donde where	hacia las fotocopias. I used to get the photocopying archivaba documentos. I used to file documents hacia las tareas insignificantes. I used to do the unimportant Jobs	Mi jefe/a era my boss was Mis compañeros/as eran my colleagues were Los clientes eran the clients were	muy acogedor(es)/a(s). very welcoming alegre(s). happy desagradable(s). unpleasant super gracioso(s)/a(s). very funny ignorante(s). ignorent maleducado(s)/a(s). rude acogedore(s). welcoming comprensivo(s)/a(s). understanding paciente(s). patient	No aprendí ... i didn't learn nada útil anything useful nada nuevo anything new a usar la maquinaria to use the machinery habilidades nuevos new skills a trabajar en un equipo to work in a team Fue una experiencia... it was a ... experience divertida fun educativa educational informativa informative inútil useless
	una escuela a primary school		ayudaba a los niños. I used to help the children trabajaba en grupos pequeños. I used to work in small groups			
	una tienda benéfica a charity shop una fábrica de juguetes a toy factory		ayudaba a los clientes. I used to help the clients organizaba la tienda. I used to organize the shop trabajaba en la caja. I used to work on the till observaba las máquinas. I used to observe the machines			
	una peluquería a hairdressers		barría el pelo. I used to sweep up the hair preparaba las bebidas. I used to make the drinks			
	una granja on a farm		daba comida a los animales. I used to feed the animals limpiaba la granja. I used to clean the farm ordeñaba a las vacas. I used to milk the cows			

¿CUÁLES SON LAS CUALIDADES QUE NECESITAS?

En el futuro In the future Un día One day Cuando sea adulto/a When I'm an adult Si fuera posible If it were possible Después de haber terminado mis estudios After having finished my studies	me gustaría ser I would like to be me gustaría trabajar de I would like to work as	médico doctor enfermero/a nurse profesor/a. teacher maestro/a teacher piloto. pilot informático/a IT technician pintor-decorador painter-decorator secretario/a secretary peluquera/o hairdresser albañil bricklayer electricista electrician mecánico/a mechanic contable accountant abogado/a solicitor	Para serlo, debes To become it, you must	ser to be	atento/a - attentive estar concentrado/a – be focussed creativo- creative alto - tall lógico/a - logical organizado/a - organised paciente - patient riguroso/a - rigorous científico/a - scientific deportivo/a- sporty trabajador – hardworking comprensivo/a – understanding competitivo/a – competitive energético/a – energetic
			Te debe(n) You must	gustar to like	un buen oyente – a good listener sensible –sensible consciente del medioambiente- environmentally aware muy bueno/a en matemáticas – really good at math muy bueno/a en idiomas – really good at languages
				tener to have	los jóvenes – young people el espíritu de libertad – the spirit of liberty transmitir conocimiento – transmitting knowledge
				prestar to pay	una buena coordinación – a good coordination un espíritu empresarial – an entrepreneurial spirit un espíritu competidor – a competition spirit una buena vista – good eye-sight un buen espíritu de equipo – a good team spirit atención al detalle – attention to detail

En este momento (at the momento)	soy (I am) trabajo en (I work in)	peluquero/a (hairdresser) dependiente (shop assistant) enfermero/a (nurse) doctor/a/ médico/a veterinario/a (vet) abogado/a (lawyer) azafata/o (flight attendant) bombero/a (firefighter) granjero/a (farmer) periodista (journalist) carnicero/a (butcher) ingeniero/a mecánico/a profesor/a un hospital un colegio (school) una tienda (shop) una peluquería (hairdresser)	porque (because) ya que dado que	es (it is)	un trabajo	interesante (interesting)
El año pasado (last year)	fui (I was) trabajé en (I worked in)			fue (it was)		emocionante (exciting)
Cuando era pequeña (when I was Young)	era (I was) trabajaba en (I used to work in)			era (it was)		bien pagado (well paid)
En el futuro	seré (I will be)			será (it will be)		muy útil (useful)
El año que viene (next year)	voy a ser (I am going to be) trabajaré en (I will work in) voy a trabajar en (I am going to work in)			va a ser (It is going to be)		exigente (demanding)
Un día (one day)	me gustaría ser (I would like to be)			sería (it/ I would be)		importante
Si fuera posible (if it was posible)	quisiera ser (I would want to be)					fácil (easy)
Cuando sea un adulto/ mayor (when I am older)	me gustaría trabajar en (I would like to work in) quisiera trabajar en (I would want to work in)					difícil
						variado (varied)
						monótono (boring)
						repetitivo (repetitive)
						creativo (creative)
						con responsabilidad (with responsibility)
						con buenas perspectivas (good perspectives)
						con un buen sueldo/ salario (good salary)

¿Cómo era tu región/ciudad/pueblo antes? *(How was your region/town before?)*

<p>Antes, <i>Before</i></p> <p>Cuando (yo) era pequeño/a, <i>De pequeño/a</i> <i>When I was little</i></p> <p>Cuando mis padres eran jóvenes, <i>When my parents were young</i></p> <p>Durante mi infancia, <i>During my childhood</i></p>	<p>mi región <i>my region</i></p> <p>mi ciudad <i>my town</i></p> <p>mi pueblo <i>my village</i></p>	<p>era <i>was</i></p> <p>estaba <i>was</i></p>	<p>más <i>more</i></p> <p>menos <i>less</i></p> <p>tan <i>as</i></p>	<p> peligroso/a <i>dangerous</i> rural <i>rural</i> animado/a <i>lively</i> limpio/a <i>clean</i> industrial </p> <p> seguro/a <i>safe</i> urbano/a <i>urban</i> tranquilo/a <i>peaceful</i> sucio/a <i>dirty</i> agricola <i>agricultural</i> </p> <p> poblado/a <i>populated</i> despoblado/a <i>depopulated</i> desarrollado/a <i>developed</i> poco desarrollado/a <i>under developed</i> </p>	<p>que <i>than</i></p> <p>como <i>as</i></p>	<p>ahora. <i>now</i></p> <p>hoy en día <i>nowadays</i></p> <p>en la actualidad <i>currently</i></p>
<p>Lo que me gustaba era que <i>What I liked was that</i></p> <p>Lo que no me gustaba era que <i>What I didn't like was that</i></p> <p>Lo peor era que <i>The worst was that</i></p> <p>Lo mejor era que <i>The best was that</i></p>	<p>había <i>there was</i></p>		<p>más <i>more</i></p> <p>menos <i>less/fewer</i></p> <p>tantos/as <i>as many/much</i></p>	<p>tiendas <i>shops</i></p> <p>espacios verdes <i>green spaces</i></p> <p>instalaciones deportivas <i>sport facilities</i></p> <p>cosas que hacer para los jóvenes <i>things for young people to do.</i></p> <p>buen transporte público <i>good public transport.</i></p> <p>sin techo <i>homeless people.</i></p> <p>polución <i>pollution.</i></p> <p>tráfico y atascos <i>traffic and traffic jams.</i></p> <p>ruido <i>noise.</i></p>		
<p>la gente estaba acelerada y estresada. <i>people were rushed and stressed.</i></p> <p>la vida era lenta y relajada <i>life was slow and relaxed.</i></p> <p>la gente podía relajarse. <i>people were able to de-stress.</i></p> <p>no había nada para los jóvenes. <i>there wasn't anything for young people</i></p> <p>las personas mayores estaban aisladas <i>old people were isolated</i></p>						

¿Crees que es importante reciclar? Do you think that it is important to recycle?

Time phrase	purpose	Present tense	Modal verb	inf+ reason
Cada semana/ día (Every week/day)	para... (in order to)		Además/ también, para mejorar... (to improve)	compar productos ecológicos (buy ecological products)
	ayudar al medioambiente (help the environment)	reciclo el plástico/papel/vidrio (I recycle plastic, carboard/glass)	...tendríamos que (we would have to)	mantener el agua/aire limpia/o (keep the water/air clean)
Regularment e (regularly)	evitar la contaminacion (prevent pollution)	reutilizo el papel/plastic/vidrio (I reuse)	...hay que (we have to)	mejorar la red de transporte público (improve public transport)
	reducir el calentamiento global (reduce global warming)	reduzco el consumo de agua, electricidad, calefacción (reduce the use of water/ electricity/ heating)	...deberíamos (we should)	plantar más árboles (plant more trees)
Normalment e (usually)	luchar contra el calentamiento global (fight against global warming)	apago la luz (I switch the light off)	...podríamos (we could)	proteger la naturaleza (protect nature)
En general (in general)	respetar nuestro entorno (respect our surrounding)	cierro el grifo del agua (I turn the tap off)	...es necesario (it is necessary)	reciclar papel y vidrio (recycle paper/glass)
	consumir menos energía/ agua (use less energy/water)	bajo la calefacción (I put the heating down)	...se debe (you must)	separar la basura y reciclar (separate rubbish and recycle)
A menudo (often)				utilizar el contenedor de compostaje (use a compost bin)
				ir en bicicleta (travel by bike)
				apagar las luces (turn the lights off)
				cerrar el grifo (turn the tap off)
				reutilizar el plástico/ cartón/ vidrio (reuse)
				reducir el consumo (reduce consumption)
			No...	malgastar el agua (waste water)/ la calefacción (heating)
			se debe	tirar la basura al suelo (throw rubbish on the floor)
			hay que	ensuciar el agua (pollute water)
			deberíamos	dejar las luces encendidas (leave the lights on)
				usar bolsas de plástico (use plastic bags)
				usar detergentes con fosfatos (use detergents with phosphates)