



# St Augustine Catholic Academy

## MFL Long-Term Plan

### 2023-2024

### September 2023

Signatory	Full Name	Date	Next Review Date
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## MFL Intent

### Vision and Values

Acts 2:1-4

*'Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting. They saw what seemed to be tongues of fire that separated and came to rest on each of them. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.'*

We believe you live a new life for every language you speak. Speaking in other tongues and the presence of the Holy Spirit helps to communicate in a new language. Teaching our students to speak another language is a gift, as speaking in tongues is a gift from the Holy Spirit.

We are committed to broadening students' understanding of the world and developing long life, strong linguistic transferable skills. Language learning is a skill that transforms lives. The ability to understand and communicate in another language is a lifelong skill for education, employment, and leisure throughout the world. They learn to appreciate diverse cultures and communities and will become more culturally aware and as they develop into global citizens. Our world class curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards building competent future linguists. Our language journey goes beyond the National Curriculum. At its core are the three pillars of language learning and EDEXCEL examination guidelines. There is a challenging program of study at KS3 and a dynamic and engaging KS4 curriculum which places Gospel values at its heart.

Our vision is to continually develop our students' linguistic knowledge through an inspiring and challenging curriculum. Competency in a foreign language unlocks abilities, which enhance the employability skills of our pupils. We aspire to develop our students through outstanding language driven pedagogy which is rich in knowledge and skills, that develop self-efficiency and promote diversity and tolerance of other cultures. We push the boundaries of the language learning as students are given the skills and knowledge to succeed. We promote pupils' growth in confidence speaking in a modern foreign language through repeated recall of knowledge and retrieval strategies.



## Curriculum Design

### Design

The curriculum plan for KS3 follows the National Curriculum plan for Languages. The curriculum incorporates phonics, grammar and vocabulary. Students will develop the 4 skills of Listening, Speaking, Reading, and Writing. Students use authentic material of classic poetry, online platforms and foreign press to enhance their cultural awareness. They study aspects of the Target Language world at both Key Stages 3 and 4. The KS4 curriculum allows pupils to achieve the EBacc qualification. The curriculum at all both stages is underpinned by a mastery approach, equipping pupils with the potential for further study or future careers.

The MFL curriculum is research-led and practice-informed. Learning is carefully planned to support progression for all learners. Progression is determined by the functions of grammar, and the frequency and usefulness of vocabulary and phonics, and aims to avoid cognitive overload by introducing too much language too fast. In Key Stage 3 we teach MFL incorporating the three pillars of language learning:

Phonics – paced, explicit teaching of new sound-symbol correspondences, followed by integrated revisiting and consolidation throughout KS3. Specific Sound Spelling Correspondence (SSC) are practised initially with the symbol alone, in a source word and a series of cluster words, then subsequently in sentences and passages. Learners practise previously taught SSCs in combination in a variety of activities with increasing confidence.

Vocabulary – teaching of ten new words, on average, per week in sets of words from different parts of speech, including the most common verbs, and selected based on word frequency and additionally informed by scrutiny of the awarding body vocabulary lists. Planned sets of new words are learnt by connecting word, meaning and function, through oral and written activities, and in information gap tasks. Vocabulary is re-visited systematically in new contexts, and in extended, less, or un-scaffolded activities

Grammar – no more than one new grammatical function every two weeks. Specific grammar features are presented explicitly and succinctly, using grammatical terminology, then practised thoroughly in input and production, which becomes more open-ended and less structured over time

The MFL curriculum builds in planned re-visiting of language knowledge and include four ‘broad types’ of re-visiting: within about a week; within about a month; within about a term; within a year. Grammar features and high-frequency vocabulary and phonics are recycled in new semantic fields and different contexts, which strengthens the knowledge base. Planning includes regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson.

In Key Stage 4 we follow the MFL specification for the EDEXCEL Exam Board. We are passionate about the benefits that learning a language can bring and strongly believe in languages as a skill for life. We build upon skills acquired in Key Stage 3 and expand our students' linguistic and cultural knowledge. We enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. We use a thematic approach in Key Stage 4 and incorporate the grammar and vocabulary as set out in the exam board specification.



## MFL Key Concepts

### 1. **Read fluently**

Recognise key vocabulary in phrases.

### 2. **Write accurately and imaginatively**

Use linguistic knowledge to communicate in a written form.

### 3. **Speak confidently**

Use linguistic knowledge to verbally communicate and respond.

### 4. **Culture of countries in which the language is spoken**

Cultural knowledge to infer meaning from different dialects.

### 5. **Understand and apply grammar with accuracy**

Knowledge and practice of key verbs, tenses, nouns, adjectives and word order.

### 6. **Phonetic knowledge and understanding**

Clear pronunciation of 12 key SSC (*how we sound letters in Spanish*) and their links between sounds and spelling. An ability to decode words when listening to and reading texts with increasing autonomy.

### 7. **Vocabulary learning**

Understand and use words across a wide variety of contexts and expand vocabulary knowledge in semantic clusters.



## MFL LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Describing places and location. Saying what someone is like (temporary). Saying what someone is like (permanent)	Saying what others are like Saying what people have. Saying what people do	Saying what people do and do not do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it	Talking about the location of things Describing a place Giving and wanting (festive season and family)	Describing family Describing friends	Describing natural wonders of the Spanish-speaking world Asking and answering questions
Y8	Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must</i> , <i>can</i> and <i>want</i> to do	Describing different places and locations Saying what people are like – temporary v permanent	Describing activities (travel) Describing what people do	Describing what I do Describing what people do (technology)	Discussing what people do and do not do Describing people and possessions	Describing when and where people go Describing future plans
Y9	Describing a series of events (Narration) Talking about giving and receiving (Birthdays)	Describing how things make people feel Giving opinions about school	Visiting a Spanish speaking city Describing family members Describing how people feel	Comparing things Describing what people do and did (sport) Comparing where people go and went	Asking questions about what people did Learning about a famous Spanish speaking person Describing school	Describing what is happening now Describing Hispanic traditions Talking about past and future trips
Y10	Talking about free-time activities Talking about TV programmes and films Using adjectives of nationality Talking about what you usually do Talking about sports Talking about what's trending Using the perfect tense Different types of entertainment Talking about who inspires you		Talking about socialising and family Describing people Talking about social networks Making arrangements Talking about reading preferences Describing relationships	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Talking about typical foods Comparing different festivals Describing a special day Ordering in a restaurant	Discussing holiday activities and weather Talking about holiday preferences Talking about a past holiday Describing a trip to Barcelona Booking accommodation and dealing with problems Using verbs with <i>usted</i> Understanding higher numbers	Talking about the places in a town or city Asking for and understanding directions Shopping for souvenirs Describing the features of a region Planning what to do Using demonstrative adjectives Talking about problems in a town Describing a visit in the past



					Giving an account of a holiday using three tenses together	
Y11	<p>Giving opinions about school subjects</p> <p>Comparing subjects and teachers</p> <p>Describing school uniform and the school day</p> <p>Describing your school</p> <p>Talking about school rules and problems</p> <p>Talking about a school exchange</p> <p>Talking about activities and achievements</p>	<p>Describing types of houses</p> <p>Talking about the environment</p> <p>Talking about healthy eating</p> <p>Discussing diet-related problems</p> <p>Talking about local actions</p> <p>Talking about international sporting events</p>	<p>Talking about different jobs</p> <p>Discussing job preferences</p> <p>Talking about how you earn money</p> <p>Talking about work experience</p> <p>Talking about languages and travel</p> <p>Applying for a summer job</p> <p>Discussing plans for the future</p>	<p>GCSE speaking exam preparation</p> <p>Listening exam preparation</p> <p>Reading exam preparation</p> <p>Writing exam preparation</p>	<p>Listening exam preparation</p> <p>Reading exam preparation</p> <p>Writing exam preparation</p>	<p>Writing exam preparation</p>



## KS3 Overview

### **What prior knowledge do students arrive with from KS2 and how is that knowledge built upon?**

The prior knowledge students arrive with from primary school varies between Spanish and French. There is great reliance on the allocation and ability of KS2 MFL delivery. Students tend to arrive with some knowledge of Spanish words. We transfer their understanding of phonics and apply it to their language learning at Key Stage 3, also we build on, explore and develop their grammatical knowledge.

### **What is the rationale for the sequence of your three-year KS3 curriculum?**

The rationale is clear. It builds 'knowledge and skills', whereby knowledge is what you know and know how to do, and skill is the performance built on what you know. The curriculum pillars of language knowledge are phonics, vocabulary and grammar. Within this approach, skill starts as structured, supported understanding (listening and reading) and meaningful production (speaking and writing), and builds to freer production, learners recall and manipulate a range of language to communicate meaning.

### **How is your curriculum assessed?**

The curriculum is assessed formatively and summatively. There are 2 summative assessment points in each year at KS3. The assessments follow the same structure, that of phonics, grammar and vocabulary. There are also translation and dictation sections, for both Spanish to English and English to Spanish. Understanding is checked formatively as a part of every lesson. For example, pronunciation is checked and modified by the teacher, listening and reading exercises are self-marked and grammar work is checked by peers or by using whole class feedback.

### **By the end of KS3 what should all students know and be able to do? And how do you ensure this is retained in the long-term memory of students?**

Our students will understand and respond to spoken and written language from a variety of sources. They speak with confidence, fluency and spontaneity. They improve the accuracy of their pronunciation and intonation. They can write at varying lengths, for different purposes using a variety of grammatical structures that they have learnt in the present, past and future tenses.

Previous learning is assessed by (FROG) retrieval activities at the start of every lesson. The principle is that revisiting must be frequent enough to prevent forgetting; spaced enough so that recall is challenging; and systematically planned so that it is effective. This re-visiting is: weekly; monthly; termly; yearly. Grammar features and high-frequency vocabulary are recycled in new semantic fields and different contexts, which strengthens the knowledge base. Regular, low-stakes knowledge checks (informal tests) are supported by strategic use of Computer Assisted Language Learning (CALL) tools, both pre- and post-lesson.

### **How does your KS3 curriculum prepare students to be successful at KS4?**

The MFL curriculum prepares students for the challenge of KS4. They will accurately pronounce and recognise new vocabulary. They have developed key strategies to continue learning and remembering new vocabulary. They have learnt a grammatical spine that can be applied in new themes at GCSE. They will not be afraid of the linguistic unknown.





**Take one key concept or discrete piece of substantive knowledge and explain how it progresses across the three years of your curriculum.**

Students begin by learning the present tense in Spanish to begin to describe for example where they are or what they are like. They use 2 key verbs (ser / estar) to do this in describing what countries they are in and how they describe themselves. They apply their knowledge in recognising which verb to use. One (estar) is used to describe location and temporary feelings, and the other (ser) is used to describe permanent characteristics. They develop their use of these verbs combining them in phrases with link words and intensifiers. After this they look to conjugate the different forms of each verb (probably I / we or he / they) to begin with. They demonstrate they can manipulate and conjugate 2 key verbs. These verbs are then used in different contexts. Ser is re-visited later in Year 7 and used to describe what people have and do not have. As we move into Year 8 both verbs are used to describe different places and locations and what people are like today. They again have to recall and use both verbs correctly. Finally, both are critical in describing family members and how people feel and we see the verbs being used in past, present and future tenses.

**What cultural capital do students acquire from learning your curriculum?**

At Key stage 3 there are 2 distinct areas of cultural capital in each term for each year. This will be the celebration of a religious festival, for example *La Semana Santa* or *el día de los reyes* – Holy Week and Day of the Kings. Studying detailed texts of classic poetry by Antonio Machado, Federico Lorca, Octavio Paz, Pablo Neruda and Douglas Wright or a particular Spanish festival – for example, *La Tomatina*, *San Fermin* or *Els Enfarinats*. These distinct areas are enhanced by the teacher's own cultural input to bring the country of Spain alive.



# Year 7 MFL LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Describing places and location. Saying what someone is like - temporary Saying what someone is like - permanent	Saying what others are like Saying what people have. Saying what people do	Saying what people do and do not do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it	Talking about the location of things Describing a place Giving and wanting (festive season and family)	Describing family Describing friends	Describing natural wonders of the Spanish-speaking world Asking and answering questions
Substantive Knowledge Taught	<p><b>Grammar</b></p> <p>Essential verbs <b>ESTAR</b> (to be, being) - location and mood, <b>SER</b> (to be, being) - general characteristics <b>TENER</b> (to have, having) (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation <b>-AR verbs</b> in the present (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</p> <p><b>Phonics</b></p> <p>Learn sounds for vowels in Spanish a, e, i, o, u Contrast SSC 'l' and 'll' Learn hard 'ca/co/cu' Learn 'cu' + vowel 'cua/cui/cui' Learn soft 'ce/ci'</p> <p>Term 1 vocab list</p>		<p><b>Grammar</b></p> <p>Using 'no' to make a verb negative <b>HAY</b> (vs 'TIENE') <b>son [SER]</b>, adjective (number, agreement with -s in relation to the verb) Singular definite articles - el &amp; la Plural definite articles - los &amp; las <b>DAR</b> (to give, giving) - doy, das, da (plus noun) Modal verb <b>QUERER</b> (to want, wanting) - quiero, quieres, quiere (plus noun)</p> <p><b>Phonics</b></p> <p>Concentrate on pronunciation of 'z' Learn SSC 'que' Learn SSC 'qui' Learn hard 'ga/go/gu' Learn soft 'ge/gi' Learn 'j' Contrast SSC 'n' and 'ñ'</p> <p>Term 2 vocab list</p>		<p><b>Grammar</b></p> <p>Adjective agreement (-o, -a, number) <b>tenemos, tienen [TENER]</b> Adjective position WH questions <b>HACER</b> (to do, make) (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular)</p> <p><b>Phonics</b></p> <p>Revisit the contrast 'n' and 'ñ' Revisit the contrast 'v' and 'b' Revisit the contrast 'r' and 'rr' Revisit Silent 'h' Revisit the full range of SSC taught this year</p> <p>Term 3 vocab list</p>	
Tier 3 Vocabulary	Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. High-frequency vocabulary relevant to given context. Mixed word class vocabulary sets on Memrise and LanguageNut for each week of the Y7 course.	Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to locations and family members. Mixed word class vocabulary sets on Memrise and LanguageNut for each week of the Y7 course.	Deepening vocabulary knowledge through work with a challenging text. Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) Question words Consolidation and extension of vocabulary relevant to the given contexts.			



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# Year 8 MFL LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must</i> , <i>can</i> and <i>want</i> to do	Describing different places and locations Saying what people are like permanent v temporary.	Describing activities (travel) Describing what people do	Describing what I do Describing what people do (technology)	Discussing what people do and do not do Describing people and possessions	Describing when and where people go Describing future plans
Substantive Knowledge Taught	<p><b>Grammar</b></p> <p><b>AR verbs</b> (1<sup>st</sup> person plural, -amos) Modal verb <b>PODER</b> (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb <b>DEBER</b> (must, to have to) + infinitive <b>estamos, están [ESTAR]</b> de + el → del vs de la <b>somos, son [SER]</b></p> <p><b>Phonics</b></p> <p>Revisit 'l' vs 'll' Revisit hard 'ca/co/cu' Revisit 'cu' + vowel 'cue/cua/cui' Revisit soft 'ce/ci'</p>		<p><b>Grammar</b></p> <p><b>AR verbs</b> (3<sup>rd</sup> person plural -an) <b>-ER and -IR verbs</b> (infinitive and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) <b>es [SER]</b> in infinitive sentences <b>-ER and -IR verbs</b> (present - 3<sup>rd</sup> person plural) WH- questions</p> <p><b>Phonics</b></p> <p>Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j'</p>		<p><b>Grammar</b></p> <p>Revisit --<b>AR, ER, -IR</b> verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) <b>IR</b> (to go, going) - voy, vas, va al vs a la - 'to' <b>IR</b> + infinitive to express future plans (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular &amp; 1<sup>st</sup> person plural)</p> <p><b>Phonics</b></p> <p>Revisit the contrast 'n' and 'ñ' Revisit the contrast 'v' and 'b' Revisit the contrast 'r' and 'rr' Revisit Silent 'h' Revisit the full range of SSC taught this year</p>	



<p>Tier 3 Vocabulary</p>	<p>Using a range of prototype -AR verbs Developing the verb lexicon (-AR verbs) and modal verbs Mixed word class vocabulary sets (average 10 words per week) on Memrise and Linguagenut for each week of the Y8 course.</p> <table border="1" data-bbox="456 480 936 959"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>pasar<sup>2</sup></td> <td>to pass, to spend (time)</td> </tr> <tr> <td>llevar<sup>2</sup></td> <td>to wear, to carry</td> </tr> <tr> <td>trabajar</td> <td>to work, working</td> </tr> <tr> <td>buscar</td> <td>to look for, looking for</td> </tr> <tr> <td>preparar</td> <td>to prepare, preparing</td> </tr> <tr> <td>descansar</td> <td>to rest, resting</td> </tr> <tr> <td>poder</td> <td>to be able to, can</td> </tr> <tr> <td>puedo</td> <td>I am able to, I can</td> </tr> <tr> <td>puedes</td> <td>you are able to, you can</td> </tr> <tr> <td>puede</td> <td>s/he is able to, s/he can</td> </tr> </tbody> </table> <p>Refer to Appendix 2 for complete vocab list</p>	Spanish	English	pasar <sup>2</sup>	to pass, to spend (time)	llevar <sup>2</sup>	to wear, to carry	trabajar	to work, working	buscar	to look for, looking for	preparar	to prepare, preparing	descansar	to rest, resting	poder	to be able to, can	puedo	I am able to, I can	puedes	you are able to, you can	puede	s/he is able to, s/he can	<p>Deepening vocabulary and grammar knowledge through work with a challenging text. Revisiting -AR verbs in the present tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular, 1<sup>st</sup> and 3<sup>rd</sup> persons plural) Mixed word class vocabulary sets (average 10 words per week) on Memrise and Linguagenut for each week of the Y8 course.</p> <table border="1" data-bbox="1030 453 1518 932"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>viajar</td> <td>to travel, travelling</td> </tr> <tr> <td>montar</td> <td>to ride, riding</td> </tr> <tr> <td>pensar</td> <td>to think, thinking</td> </tr> <tr> <td>amar</td> <td>to love, loving</td> </tr> <tr> <td>vivir</td> <td>to live</td> </tr> <tr> <td>leer</td> <td>to read, reading</td> </tr> <tr> <td>comer</td> <td>to eat, eating</td> </tr> <tr> <td>disfrutar</td> <td>to enjoy, enjoying</td> </tr> <tr> <td>beber</td> <td>to drink</td> </tr> <tr> <td>escribir</td> <td>to write, writing</td> </tr> </tbody> </table> <p>Refer to Appendix 2 for complete vocab list</p>	Spanish	English	viajar	to travel, travelling	montar	to ride, riding	pensar	to think, thinking	amar	to love, loving	vivir	to live	leer	to read, reading	comer	to eat, eating	disfrutar	to enjoy, enjoying	beber	to drink	escribir	to write, writing	<p>Developing a verb lexicon (-ER and -IR verbs). Deepening vocabulary and grammar knowledge through work with a challenging text. Mixed word class vocabulary sets (average 10 words per week) on Memrise and Linguagenut for each week of the Y8 course.</p> <table border="1" data-bbox="1552 453 1944 932"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>responder</td> <td>to respond, to reply</td> </tr> <tr> <td>ir</td> <td>to go, going</td> </tr> <tr> <td>voy</td> <td>I go</td> </tr> <tr> <td>vas</td> <td>you go</td> </tr> <tr> <td>va</td> <td>s/he goes, it goes</td> </tr> <tr> <td>vamos</td> <td>we go</td> </tr> <tr> <td>descubrir</td> <td>to discover, discovering</td> </tr> <tr> <td>visitar</td> <td>to visit, visiting</td> </tr> <tr> <td>dormir</td> <td>to sleep, sleeping</td> </tr> <tr> <td>cenar</td> <td>to have dinner</td> </tr> </tbody> </table> <p>Refer to Appendix 2 for complete vocab list</p>	Spanish	English	responder	to respond, to reply	ir	to go, going	voy	I go	vas	you go	va	s/he goes, it goes	vamos	we go	descubrir	to discover, discovering	visitar	to visit, visiting	dormir	to sleep, sleeping	cenar	to have dinner
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## Year 9 MFL LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Describing a series of events (Narration) Talking about giving and receiving (Birthdays)	Describing how things make people feel Giving opinions about school	Visiting a Spanish speaking city Describing family members Describing how people feel	Comparing things Describing what people do and did (sport) Comparing where people go and went	Asking questions about what people did Learning about a famous Spanish speaking person Describing school	Describing what is happening now Describing Hispanic traditions Talking about past and future trips
Substantive Knowledge Taught	<p><b>Grammar</b></p> <p><b>OVS</b> word order Direct object pronouns 'lo', 'la' Indirect object pronouns (me, te, le) Gustar-type verbs</p> <p><b>Phonics</b></p> <p>Contrast [n] and [ñ] Revisit [v] and [b] Revisit [r] and [rr], including the pronunciation of [r] in word-initial position Revisit silent [h]</p>		<p><b>Grammar</b></p> <p>Revisit <b>SER</b> (es, son), adjective agreement, para + infinitive (past, present and future) Possessive adjectives 'su' and 'nuestro' Comparatives 'más' and 'menos' Adjectives with comparative meaning Demonstratives 'este', 'esta', 'estos', 'estas' <b>HACER</b> in past (preterite) in singular persons <b>IR</b> in past (preterite) in singular persons</p> <p><b>Phonics</b></p> <p>Spelling changes with –ar verbs in 1<sup>st</sup> person past (preterite) (-qué, -gué) revisit strong vowels [a], [e], [o] revisit weak vowels [i], [u] revisit final syllable stress (including regular verbs in the preterite) revisit [ce], [ci] and [z]</p>		<p><b>Grammar</b></p> <p>Revisit regular (-ar, -er, -ir verbs) in singular persons in past Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present present continuous with –ar verbs present continuous with –ir/-er verbs revisit future plans with <b>IR</b> [revisited]</p> <p><b>Phonics</b></p> <p>revisit penultimate syllable stress revisit ante-penultimate syllable stress revisit use of accent on singular vs plural nouns with final-syllable stress revisit spelling changes –qué and –gué in the preterite</p>	



<p>Tier 3 Vocabulary</p>	<p>Deepen vocabulary and grammar knowledge through work with a challenging text. Develop knowledge of words from a range of word classes Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</p> <table border="1" data-bbox="450 400 994 879"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>dejar<sup>2</sup></td> <td>to leave, to let (give permission)</td> </tr> <tr> <td>seguir</td> <td>to follow, following</td> </tr> <tr> <td>sigo</td> <td>I follow, I am following</td> </tr> <tr> <td>acompañar</td> <td>to go with, to accompany</td> </tr> <tr> <td>parar</td> <td>to stop, stopping</td> </tr> <tr> <td>saludar</td> <td>to greet, greeting</td> </tr> <tr> <td>besar</td> <td>to kiss, kissing</td> </tr> <tr> <td>quitar</td> <td>to take away, to take off</td> </tr> <tr> <td>tirar</td> <td>to throw, throwing</td> </tr> <tr> <td>regalar</td> <td>to give, giving</td> </tr> </tbody> </table> <p>Refer to Appendix 3 for complete vocab list</p>	Spanish	English	dejar <sup>2</sup>	to leave, to let (give permission)	seguir	to follow, following	sigo	I follow, I am following	acompañar	to go with, to accompany	parar	to stop, stopping	saludar	to greet, greeting	besar	to kiss, kissing	quitar	to take away, to take off	tirar	to throw, throwing	regalar	to give, giving	<p>Extend knowledge of numbers (21-1000) Consolidate knowledge of adjectives by learning to use them in comparisons Mixed word class vocabulary sets on Memrise and Languagenut for each week.</p> <table border="1" data-bbox="1025 400 1469 879"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>entrar</td> <td>to go in, to enter</td> </tr> <tr> <td>prestar</td> <td>to lend, lending</td> </tr> <tr> <td>parecer</td> <td>to seem, to appear</td> </tr> <tr> <td>guardar</td> <td>to keep, keeping</td> </tr> <tr> <td>pagar</td> <td>to pay, paying</td> </tr> <tr> <td>hice</td> <td>I did, I made</td> </tr> <tr> <td>hiciste</td> <td>you did, you made</td> </tr> <tr> <td>hizo</td> <td>s/he/it did, s/he/it made</td> </tr> <tr> <td>evitar</td> <td>to avoid, avoiding</td> </tr> <tr> <td>fui</td> <td>I went</td> </tr> </tbody> </table> <p>Refer to Appendix 3 for complete vocab list</p>	Spanish	English	entrar	to go in, to enter	prestar	to lend, lending	parecer	to seem, to appear	guardar	to keep, keeping	pagar	to pay, paying	hice	I did, I made	hiciste	you did, you made	hizo	s/he/it did, s/he/it made	evitar	to avoid, avoiding	fui	I went	<p>Revisit a range of vocabulary from Year 7 Deepen vocabulary and grammar knowledge through work with a challenging text. Mixed word class vocabulary sets on Memrise and Languagenut for each week.</p> <table border="1" data-bbox="1545 400 1942 879"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>tocar</td> <td>to touch, touching</td> </tr> <tr> <td>mostrar</td> <td>to show, showing</td> </tr> <tr> <td>bajar</td> <td>to go down, to lower</td> </tr> <tr> <td>grabar</td> <td>to record, recording</td> </tr> <tr> <td>levantar<sup>2</sup></td> <td>to get up, to lift, to raise</td> </tr> <tr> <td>saltar</td> <td>to jump, jumping</td> </tr> <tr> <td>discutir</td> <td>to argue, arguing</td> </tr> <tr> <td>dirigir</td> <td>to direct, directing</td> </tr> <tr> <td>conducir</td> <td>to drive, driving</td> </tr> <tr> <td>traducir</td> <td>to translate</td> </tr> </tbody> </table> <p>Refer to Appendix 3 for complete vocab list</p>	Spanish	English	tocar	to touch, touching	mostrar	to show, showing	bajar	to go down, to lower	grabar	to record, recording	levantar <sup>2</sup>	to get up, to lift, to raise	saltar	to jump, jumping	discutir	to argue, arguing	dirigir	to direct, directing	conducir	to drive, driving	traducir	to translate
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## KS4 Overview

<p><b>Which exam board have you chosen and why?</b></p> <p>EDEXCEL exam board has been chosen for GCSE Spanish. EDEXCEL caters to the needs of all learners regardless of their background or ability and combines clear and concise assessments with engaging and meaningful content. The qualification is fit for purpose. It is built on a foundation of inclusivity, accessibility, and transparency as it equips students for life and careers in a global setting.</p>
<p><b>What is the rationale for the sequence of your KS4 curriculum?</b></p> <p>The curriculum is sequenced thematically. This allows key grammatical concepts to be re-visited and it helps build long term memory storage as students develop wider semantic fields of vocabulary.</p>
<p><b>How is your curriculum assessed? (50% EoY 10; 75% Nov Mocks; 100% March Mocks – all content should be complete by the end of SPR1 Yr 11).</b></p> <p>Year 10 we assess 60% end of year, 75% in November and 100% in March mocks.</p>
<p><b>By the end of KS4 what should all students know and be able to do? And how do you ensure this is retained in the long-term memory of students?</b></p> <p>By the end of KS4 students will understand texts, extract information in a written and spoken form. They can manipulate a range of past, present and future tense verbs (as a minimum) to articulate responses to key questions across the 5 themes of study. Online platforms (Memrise, Languagenut, Quizlet) enhance students long term memory storage along with physical revision resources.</p>
<p><b>How does your KS4 curriculum prepare students to be successful at KS5?</b></p> <p>The curriculum effectively prepares the students well for KS5. They study a broad range of engaging and meaningful real-world topics, the practical and factual and also the more socially and globally aware. They have the grammatical knowledge to apply in new areas of study at KS5.</p>
<p><b>Take one key concept or discrete piece of substantive knowledge and explain how it progresses across the two years of your curriculum.</b></p> <p>Students begin in year 10 by re-visiting the present tense. It is developed by using stem changing verbs to express activities they like to do. They can adapt and remember subtle changes to the structure. This is developed further in their next module where they again adapt their knowledge with new stem changing verbs to describe their use of social networks. In Spring of Year 10 they bring in the conditional alongside the present, what they like and would like to eat for example. Into Year 11 students look to bring their knowledge together to describe in the world of work using the present, conditional, future and past tenses in describing their current roles and future plans.</p>
<p><b>What cultural capital do students acquire from learning your curriculum?</b></p> <p>Students study the most important festivals and celebrations in Spain. These may include La Tomatina, Festival San Juan, San Fermin, Els Enfarinats and Semana Santa. They are expected to articulate their experiences of attending a tradition abroad. They develop knowledge of traditional Spanish foods and drinks they would like to try.</p>





## Year 10 MFL LTP

	Autumn 1 (M4)	Autumn 2	Spring 1 (M3)	Spring 2(M6)	Summer 1 (M1)	Summer 2 (M5)
Title	<p>Talking about free-time activities</p> <p>Talking about TV programmes and films</p> <p>Using adjectives of nationality</p> <p>Talking about what you usually do</p> <p>Talking about sports</p> <p>Talking about what's trending</p> <p>Using the perfect tense</p> <p>Different types of entertainment</p> <p>Talking about who inspires you</p>		<p>Talking about socialising and family</p> <p>Describing people</p> <p>Talking about social networks</p> <p>Making arrangements</p> <p>Talking about reading preferences</p> <p>Describing relationships</p>	<p>Describing mealtimes</p> <p>Talking about daily routine</p> <p>Talking about illnesses and injuries</p> <p>Talking about typical foods</p> <p>Comparing different festivals</p> <p>Describing a special day</p> <p>Ordering in a restaurant</p>	<p>Discussing holiday activities and weather</p> <p>Talking about holiday preferences</p> <p>Talking about a past holiday</p> <p>Describing a trip to Barcelona</p> <p>Booking accommodation and dealing with problems</p> <p>Using verbs with <i>usted</i></p> <p>Understanding higher numbers</p> <p>Giving an account of a holiday using three tenses together</p>	<p>Talking about the places in a town or city</p> <p>Asking for and understanding directions</p> <p>Shopping for souvenirs</p> <p>Describing the features of a region</p> <p>Planning what to do</p> <p>Using demonstrative adjectives</p> <p>Talking about problems in a town</p> <p>Describing a visit in the past</p>
Substantive Knowledge Taught	<p>Stem-changing verb (<i>jugar</i>)</p> <p>Using the definite article for opinions</p> <p><i>Suelo</i> + infinitive</p> <p>Using expressions of frequency</p> <p>Imperfect tense</p> <p>Using the perfect tense</p> <p>Useful qualifiers</p> <p>Using <i>tener ganas de</i> + infinitive</p> <p>Using the he/she form of the perfect tense</p>	<p>Possessive adjectives (</p> <p>Using verbs in the present tense</p> <p>Using expressions of frequency</p> <p>Stem-changing verbs</p> <p>Using adjectival agreement</p> <p>Using <i>para</i> with infinitives</p> <p>Using the present continuous</p> <p>Using a range of connectives</p> <p>Using <i>ser</i> and <i>estar</i></p>	<p>Reflexive verbs</p> <p>Verbs for different meals</p> <p>Using <i>estar</i></p> <p>Expressions with <i>tener</i></p> <p>Using <i>present and conditional with opinions</i></p> <p>Using verbs in the 'we' and 'they' form</p> <p>Using reflexive verbs in the preterite</p> <p>Using <i>estar</i> to describe a temporary state</p>	<p>Regular verbs in the present tense</p> <p>Identifying and using connectives</p> <p>Irregular verbs in the present tense (<i>ser, tener, ir</i>)</p> <p>Verbs of opinion</p> <p>Decoding and using question words</p> <p>The preterite tense</p> <p>Using two past tenses (preterite and imperfect)</p> <p>Giving opinions about the past</p> <p>Using the present, preterite and imperfect tenses together</p>	<p>Using some, many, lots of</p> <p>Polite form of address (<i>usted</i>)</p> <p>Using <i>se puede</i> and <i>se pueden</i></p> <p>Using the future tense</p> <p>Demonstrative adjectives</p> <p>Using <i>tan</i> and <i>tanto</i></p> <p>Using different tenses together</p>	



Tier 3 Vocabulary	Modular vocab list – Memrise	Modular vocab list – Memrise	Modular vocab list – Memrise	Modular vocab list – Memrise	Modular vocab list – Memrise																																																											
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### Year 11 MFL LTP

Title	Autumn 1 (M2)	Autumn 2 (M8)	Spring 1 (M7)	Spring 2	Summer 1	Summer 2
	Giving opinions about school subjects Comparing subjects and teachers Describing school uniform and the school day Describing your school Talking about school rules and problems	Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems Talking about local actions Talking about international sporting events	Talking about different jobs Discussing job preferences Talking about how you earn money Talking about work experience Talking about languages and travel Applying for a summer job Discussing plans for the future	GCSE speaking exam preparation Listening exam preparation Reading exam preparation Writing exam preparation	Listening exam preparation Reading exam preparation Writing exam preparation	Writing exam preparation



	Talking about a school exchange Talking about activities and achievements																																						
Substantive Knowledge Taught	Opinion verbs qualifiers and comparatives Using adjectives Present and imperfect Using phrases with the infinitive Using the near future tense / 3 tenses	Plural verbs Modal verb – poder Using the superlative Li Talking about Using <i>se debería</i> Synonyms Using verbs in the third person plural	M/F nouns for jobs Indefinite article Verbs + infinitives Use preterite and imperfect Using <i>lo</i> + adjective Revising the perfect tense Future tense and if “si” clauses / 3 tenses																																				
Tier 3 Vocabulary	Modular vocab list – Memrise <table border="1"> <tr><td>Spanish</td></tr> <tr><td>ir en coche / andando</td></tr> <tr><td>llevar ropa de calle</td></tr> <tr><td>ir / comer juntos</td></tr> <tr><td>hacer una visita guiada</td></tr> <tr><td>ver los edificios</td></tr> <tr><td>pasar todo el día en...</td></tr> <tr><td>asistir a clases</td></tr> <tr><td>practicar el español</td></tr> <tr><td>ir de excursión</td></tr> <tr><td>tener una programación variada</td></tr> </table> Refer to appendix 9 for complete vocab list	Spanish	ir en coche / andando	llevar ropa de calle	ir / comer juntos	hacer una visita guiada	ver los edificios	pasar todo el día en...	asistir a clases	practicar el español	ir de excursión	tener una programación variada	Modular vocab list – Memrise <table border="1"> <tr><td>Spanish</td></tr> <tr><td>promover...</td></tr> <tr><td>la participación en el deporte</td></tr> <tr><td>el espíritu de solidaridad</td></tr> <tr><td>regenerar los centros urbanos</td></tr> <tr><td>elevar el orgullo nacional</td></tr> <tr><td>transmitir los valores de respeto</td></tr> <tr><td>unir a la gente</td></tr> <tr><td>dar un impulso económico</td></tr> <tr><td>inspirar a la gente</td></tr> <tr><td>el dopaje</td></tr> </table> Refer to appendix 10 for complete vocab list	Spanish	promover...	la participación en el deporte	el espíritu de solidaridad	regenerar los centros urbanos	elevar el orgullo nacional	transmitir los valores de respeto	unir a la gente	dar un impulso económico	inspirar a la gente	el dopaje	Modular vocab list – Memrise <table border="1"> <tr><td>Spanish</td></tr> <tr><td>contestar llamadas telefónicas</td></tr> <tr><td>cuidar las plantas y las flores</td></tr> <tr><td>enseñar / vigilar a los niños</td></tr> <tr><td>hacer entrevistas</td></tr> <tr><td>preparar platos distintos</td></tr> <tr><td>reparar coches</td></tr> <tr><td>servir comida y bebida</td></tr> <tr><td>trabajar en un taller</td></tr> <tr><td>vender ropa de marca</td></tr> <tr><td>viajar por todo el mundo</td></tr> </table> Refer to appendix 11 for complete vocab list	Spanish	contestar llamadas telefónicas	cuidar las plantas y las flores	enseñar / vigilar a los niños	hacer entrevistas	preparar platos distintos	reparar coches	servir comida y bebida	trabajar en un taller	vender ropa de marca	viajar por todo el mundo			
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**Appendix 1: KS3 National Curriculum Review**

KS3 National Curriculum (In the rows below detail the requirements of the National Curriculum – adding or subtracting rows where required).	Where is this met within your Curriculum? (Evidence the Year/Term/Title/Substantive Knowledge).
understand and respond to spoken and written language from a variety of authentic sources	This is evident in every lesson. Pupils listen to authentic texts and read authentic texts in each lesson. Year 7, Summer 2, a natural wonder of the Spanish-speaking world. Year 8, Autumn 1, what people must do. Year 9, Spring 1, Visiting a Spanish speaking city.
speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	This is evident in every lesson. Pupils are encouraged to speak in each lesson and are continually encouraged to improve their pronunciation through the study of phonics. Year 7, Autumn 1, describing places and location. Year 8, Autumn term 1, what people must and can do, use of estate, ser, tener. Year 9, Spring 1, Visiting a Spanish speaking city, use of present and past preterite tenses of hacer and ir.
can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	This is evident in every lesson. Pupils are encouraged to make notes of all items of vocabulary to be learned and use online platforms of LanguageNut and Mermrise. Year 7, Spring 2, describing family and friends, use of estar/dar/querer Year 8, Spring 2, describing what people do, use of 3 <sup>rd</sup> person ER / IR verbs Year 9, Spring 2, describing what people do and did, use of present and preterite tenses - ser / hacer and ir.
discover and develop an appreciation of a range of writing in the language studied	This is evident in every lesson. Year 7, Summer term 2 Describing some natural wonders of the Spanish-speaking world, use of tener and hacer. Year 8 Autumn term 2, Saying what people are like, use of present of estar and modal verbs poder deber. Year 9, Summer 2, Describing Hispanic traditions, use of present and present continuous verb – (ar / er / ir).
identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	Year 7 Summer 2, Study of Los Sanfermines film, use of the present and near future tenses – ir / visitar. Year 8, Summer 2, Describing future plans, use of the near future tense - voy a + infinitive. Year 9, Summer 2, Talking about past and future trips, use if the preterit and near future tenses – ir and relevant ar / er / ir verbs.
use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate	In Year 7, Autumn 1, Saying what someone is like using ser /estar In Year 8, Autumn term 1, Contrasting what people <i>must, can</i> and <i>want</i> to do, use of modal verbs followed by an infinitive verb – deber, poder. In Year 9, Summer 2, Describing Hispanic traditions, use of present and present continuous using 3 <sup>rd</sup> person.



develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues	Year 7, Summer 2, Describing some natural wonders of the Spanish-speaking world. Year 8, Autumn 1, Talking about what you do with others (rural life), use of modal verb poder - puede / se puede. Year 9, Autumn 2, Giving opinions about school, use of opinions, connectives, and adjectival agreement.
use accurate grammar, spelling and punctuation	This is evident in every lesson. Pupils listen to authentic texts and read authentic texts in each lesson. Phonics is in every lesson also aids with the sound, spelling correspondence that is required as a skill in the GCSE exams. Year 7, Autumn 1, describing places and location, phonics I and II - the difference between the "I" and "II" sound. Year 8, Summer 2, describing future plans cover 'r' and 'rr' and also 'n' and 'ñ'. Year 9, Summer 1, talking about birthdays the pronunciation of 'r' at the start of a sentence
listen to a variety of forms of spoken language to obtain information and respond appropriately	This is evident in every lesson. Pupils listen to authentic texts and read authentic texts in each lesson. Phonics is in every lesson also aids with the sound, spelling correspondence that is required as a skill in the GCSE exams. Year 7, Autumn 2, Numbers and talking about more than one thing, listening to other students and oral clips. Year 8, Describing when and where people go, Asking and answering questions. Year 9, Spring 2, Comparing things, interpreting and using comparatives
transcribe words and short sentences that they hear with increasing accuracy	This is evident in every lesson. Pupils listen to authentic texts and read authentic texts in each lesson. Phonics is in every lesson also aids with the sound, spelling correspondence that is required as a skill in the GCSE exams. Year 7, Autumn 1, Saying what someone is like at the moment, - use of the verb estar. Year 8, Autumn 2, Saying what people are like temporarily v permanently, use of the verbs ser and estar. Year 9, Autumn 1, Talking about giving and receiving, - inclusion of transcript of birthday lists in the Spanish.
initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Year 7, Autumn 1, Saying what someone is like using ser. Year 8, Autumn 2, Saying what people are like using ser and estar Year 9, Summer 1, Learning about a famous Spanish speaking person, use of singular present tense verbs.
express and develop ideas clearly and with increasing accuracy, both orally and in writing	This is evident in every lesson. Pupils listen to authentic texts and read authentic texts in each lesson. Phonics in every lesson also aids with the sound, spelling correspondence that is required as a skill in the GCSE exams. Year 7, Summer 1, describing family, use of short simple sentences with tener. Year 8, Summer 1, Describing people and possessions, use of extended sentences using connectives. Year 9, Summer 1, Learning about a famous Spanish speaking person, use of a variety of connectives and negatives.
speak coherently and confidently, with increasingly accurate pronunciation and intonation	This is evident in every lesson. Pupils listen to authentic texts and read authentic texts in each lesson. Phonics in every lesson also aids with the sound, spelling correspondence that is required as a skill in the GCSE exams. Year 7, Spring 2, Describing a place, reminder of the silent 'h'. Year 8, Autumn 2, Describing different places and locations, use of the 'l' and 'll'. Year 9, Spring 2, Comparing where people go and went, use of vowels and 'ce', 'ce', and 'ci'.



<p>read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<p>This is evident in every lesson. Pupils read to authentic texts and read authentic texts in each lesson. Year 7, Autumn 2, Understanding descriptive texts and knowledge of Spanish word order – negatives, nouns and adjectives. Year 8, Spring 1, Reading texts about travel. Year 9, Spring 1, Digesting texts on a Spanish speaking city.</p>
<p>read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>	<p>Year 7 Summer 1 students study poetry by Antonio Machado. This is linked to their learning and students develop their own poems. Year 8 Spring 1, students study poetry by Antonio Machado. This is linked to their learning and students develop their own poems. In Year 9 Autumn 1, students study poetry by Antonio Machado. This is linked to their learning and students develop their own poems.  N.B. These are different poems.</p>
<p>write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>	<p>This is evident in every lesson. Pupils read and respond to authentic texts and write about themselves and others. Year 7 Autumn 1, Saying what people do creating and expanding their own sentences. Year 8 Spring 1, Describing what people do, extended sentences using the verb ser. Year 9 Spring 1, Describing family members, extended sentences and paragraphs using present and preterite tenses.</p>
<p>Do you go beyond the National Curriculum?</p>	<p>We go beyond the National Curriculum in MFL. Pupils study classic Spanish poetry from Antonio Machado, Octavio Paz and Federico Lorca. This is ambitious language learning. Students then create their own poems in Spanish. We research and use the most innovative language platforms and <i>realia</i> to foster a deeper understanding and passion for language learning. The Key Stage 3 MFL curriculum acts on the very best of language driven pedagogy.</p>



## Appendix 1 Year 7 vocabulary

Spanish	English	Spanish	English
en	in, on	número	number
estar	to be, being (location/state)	color	colour
estoy	I am (location/state)	uno	one
estás	you are (location/state)	seis	six
está	s/he is, it is (location/state)	diez	ten
¡Hasta luego!	see you later	profesor	teacher
¿dónde?	where?	autor	author
norte	north	director	director, head teacher
sur	south	siete	seven
hola	hello	plan	plan
Inglaterra	England	ocho	eight
España	Spain	flor	flower
no <sup>1</sup>	no	nueve	nine



muy	very	doce	twelve
sí	yes	once	eleven
¿Cómo?	How? Sorry?	hay	there is, there are
hoy	today	persona	person
blanco	white (m)	mirar	to look at
blanca	white (f)	aquí	here
seguro <sup>1</sup>	sure, certain (m)	allí	there
segura <sup>1</sup>	sure, certain (f)	señor <sup>2</sup>	Mr., man
serio	serious (m)	puerta	door
seria	serious (f)	clase	class
raro	strange (m)	señora <sup>2</sup>	Mrs., woman
rara	strange (f)	mesa	table
tranquilo	calm, tranquil (m)	chico	boy
tranquila	calm, tranquil (f)	ventana	window
nervioso	nervous (m)	chica	girl
nerviosa	nervous (f)	silla	chair
listo	ready (m)	son	they are (permanent)
lista	ready (f)	bueno	good (m)
tonto	silly (m)	buena	good (f)
tonta	silly (f)	pequeño	small (m)
¿Cómo se dice en inglés?	How do you say it in English?	pequeña	small (f)
¿Cómo se escribe?	How do you spell it?	malo <sup>1</sup>	bad (m)
y	and	mala <sup>1</sup>	bad (f)
ser	to be, being (permanent)	rico <sup>1</sup>	rich (m)
soy	I am (permanent)	rica <sup>1</sup>	rich (f)
eres	you are (permanent)	antiguo	old, ancient (m)
es	s/he is, it is (permanent)	antigua	old, ancient (f)
alto <sup>1</sup>	tall (m)	bonito	pretty (m)





alta <sup>1</sup>	tall (f)	bonita	pretty (f)
bajo <sup>1</sup>	short (m)	famoso	famous (m)
baja <sup>1</sup>	short (f)	famosa	famous (f)
marca	mark	barato	cheap (m)
opción	option	barata	cheap (f)
correcto	correct (m)	caro	expensive (m)
correcta	correct (f)	cara	expensive (f)
alegre	cheerful	feo	ugly (m)
simpático	nice, friendly (m)	fea	ugly (f)
simpática	nice, friendly (f)	¿Cómo es?	What is s/he/it/they like?
guapo	good-looking (m)	el	the (m)
guapa	good-looking (f)	la	the (f)
un	a, an (m.)	entre	between
una	a, an (f.)	ciudad	city
tienes	you have (singular)	centro	centre
tiene	s/he has, it has	escuela	school
tener	to have, having	iglesia	church
tengo	I have	mercado	market
¿qué?	what?	respuesta	answer
nuevo	new (m)	teatro	theatre
nueva	new (f)	banco	bank
casa	house	plaza	square
lee	read	lejos	far
libro	book	cerca	close, near
papel	paper	museo	museum
cama	bed	tienda	shop
cámara	camera	de <sup>1</sup>	of
letra	letter	grande	big
frase	phrase, sentence	trabajo <sup>1</sup>	job



barco	boat	familia	family
moneda	coin	pueblo	town
gato	cat	equipo	team
bicicleta	bicycle	vista	view
bolígrafo	pen	película	film
también	also, too	interesante	interesting
palabra	word	isla	island
amigo	male friend	edificio	building
pregunta	question	plato	plate, dish
planta	plant	a <sup>1</sup>	to
teléfono	telephone	dar	to give, giving
caballo	horse	doy	I give
revista	magazine	das	you give
tarea	task	da	s/he gives, it gives
periódico	newspaper	querer	to want, wanting
botella	bottle	quiero	I want
con	with	quieres	you want
otra vez	again	quiere	s/he wants, it wants
llegar	to arrive, arriving	dinero	money
bien	well	padre	father
hablar	to speak, to talk	madre	mother
importante	important	hermano	brother
escuchar	to listen, listening	regalo	present
¿quién?	who?	hermana	sister
música	music	su	his, her, its
comprar	to buy, buying	saber	to know, knowing
tarde <sup>1</sup>	late	pasar	to pass
pareja <sup>1</sup>	pair	torre	tower
amiga	female friend	trabajo <sup>2</sup>	job, work



bailar	to dance, dancing	bastante	quite
temprano	early	fuerte	strong
cosa	thing	abuela	grandmother
llevar <sup>1</sup>	wear, wearing	perro	dog
de nada	you're welcome	hermoso	beautiful (m)
luego	then	hermosa	beautiful (f)
gracias	thanks	activo	active (m)
necesitar	to need, needing	activa	active (f)
usar	to use, using	primo	male cousin
producto	product	prima	female cousin
ayuda	help	abuelo	grandfather
zapato	shoe	mucho <sup>2</sup>	much, a lot (of) (m)
bolsa	bag	mucho <sup>2</sup>	much, a lot (of) (f)
vaso	glass	solo <sup>1</sup>	only
camisa	shirt	lugar	place
voluntario	volunteer	río	river
no <sup>2</sup>	no, not	rojo	red (m)
o	or	roja	red (f)
pero	but	naturaleza	nature
mucho <sup>1</sup>	much, a lot	árbol	tree
grupo	group	azul	blue
señor <sup>1</sup>	Mr.	verde	green
arte	art	amarillo	yellow (m)
entiendo	I understand	amarilla	yellow (f)
español <sup>1</sup>	Spanish	pájaro	bird
estudiar	to study	para <sup>1</sup>	for
señora <sup>1</sup>	Mrs.	hacer	to do, to make
caminar	to walk, walking	hago	I do, I make
silencio	silence	haces	you do, you make



verdadero	TRUE (m)	hace	s/he does, s/he makes
verdadera	TRUE (f)	cuándo	when
inglés <sup>1</sup>	English	noche	night
ciencia	science	actividad	activity
falso	FALSE (m)	tarde <sup>2</sup>	afternoon, evening
falsa	FALSE (f)	mañana	morning
perdón	sorry	cuál	which
dos	two	cuánto	how much, how many (m)
tres	three	cuánta	how much, how many (f)
cuatro	four	deporte	sport
cinco	five	dibujo	drawing
		deberes	homework

## Appendix 2 Year 8 vocabulary

Spanish	English	Spanish	English
como	like	Francia	France
pasar <sup>2</sup>	to pass, to spend (time)	montar	to ride, riding
llevar <sup>2</sup>	to wear, to carry	montaña	mountain
tiempo <sup>1</sup>	time	normalmente	normally
juntos	together (m)	vacaciones	holidays
juntas	together (f)	sin	without
trabajar	to work, working	hombre	man
buscar	to look for, looking for	pensar	to think, thinking
solo <sup>2</sup>	only, alone (m)	cabeza	head



sola <sup>2</sup>	alone (f)	amar	to love, loving
animal	animal	vivir	to live
campo	countryside	nunca	never
preparar	to prepare, preparing	leer	to read, reading
comida	food	comer	to eat, eating
descansar	to rest, resting	rico <sup>2</sup>	rich, tasty (m)
poder	to be able to, can	rica <sup>2</sup>	rich, tasty (f)
puedo	I am able to, I can	ejercicio	exercise
puedes	you are able to, you can	carne	meat
puede	s/he is able to, s/he can	disfrutar	to enjoy, enjoying
pedir	to ask for, asking for	beber	to drink
preguntar	to ask, asking	agua	water
cambiar	to change, changing	fruta	fruit
¿Puedo ir a los servicios?	Can I go to the toilet?	por	around
jugar	to play, playing	a veces	sometimes
favor	favour	algo	something
compañero	classmate	después	after
participar	to participate, participating	mujer	woman
material	material	escribir	to write, writing
otro	other, another (m)	correr	to run, running
otra	other, another (f)	aprender (a)	to learn (to)
si	if	carta	letter
debes	you must, you have to	idioma	language
debe	s/he must, it must	chino	Chinese
deber	must, have to	parque	park
debo	I must, I have to	siempre	always
aunque	although	recibir	to receive, receiving
sacar	to take out, taking out	abrir	to open, opening
suelo	floor	responder	to respond, to reply



domingo	Sunday	mensaje	message
ropa	clothes	llamada	phone call
sábado	Saturday	electrónico	electronic (m)
viernes	Friday	electrónica	electronic (f)
lunes	Monday	correo	mail
jueves	Thursday	ordenador	computer
lavar	to wash	mi	my
limpiar	to clean	tu	your
miércoles	Wednesday	calle	street
basura	rubbish	todo <sup>1</sup>	all (m)
martes	Tuesday	toda <sup>1</sup>	all (f)
estamos	we are (location/state)	móvil	mobile phone
están	they are (location/state)	llave	key
fuera	outside	perdido	lost (m)
coche	car	perdida	lost (f)
debajo	under	al	to the (m.)
estación	station	ir	to go, going
tren	train	voy	I go
delante	in front	vas	you go
detrás	behind	va	s/he goes, it goes
oeste	west	día	day
este	east	problema	problem
somos	we are (permanent)	barrio	neighbourhood
oscuro	dark (m)	enero	January
oscura	dark (f)	completamente	completely
loco	crazy, insane (m)	playa	beach
loca	crazy, insane (f)	Italia	Italy
feliz	happy	vamos	we go
claro	clear, light-coloured (m)	porque	because



clara	clear, light-coloured (f)	por qué	why?
moreno	brown, tanned (m)	parte <sup>1</sup>	part
morena	brown, tanned (f)	mundo	world
aburrido	bored, boring (m)	mañana <sup>2</sup>	tomorrow
aburrida	bored, boring (f)	descubrir	to discover, discovering
de <sup>2</sup>	of, from	extranjero <sup>1</sup>	abroad
cada	each, every	visitar	to visit, visiting
durante	during	abril	April
alto <sup>2</sup>	tall, high (m)	marzo	March
alta <sup>2</sup>	tall, high (f)	febrero	February
mar	sea	divertido	fun (m)
julio	july	divertida	fun (f)
viajar	to travel, travelling	dormir	to sleep, sleeping
agosto	august	cielo	sky
		pelo	hair

### Appendix 3 Year 9 vocabulary

Spanish	English	Spanish	English
lo	him, it (m)	enojado	angry (m)
la	her, it (f)	enojada	angry (f)
dejar <sup>2</sup>	to leave, to let (give permission)	este	this (m)
seguir	to follow, following	esta	this (f)
sigo	I follow, I am following	parecer	to seem, to appear



acompañar	to go with, to accompany	tipo	type
policía	police, police officer	precio	price
parar	to stop, stopping	guardar	to keep, keeping
cocina	kitchen	mitad	half
saludar	to greet, greeting	marca	brand
besar	to kiss, kissing	ligero	light (m)
me <sup>2</sup>	myself, to me	ligera	light (f)
le	to him/her/it	práctico	practical, useful (m)
te <sup>2</sup>	yourself, to you	práctica	practical, useful (f)
quitar	to take away, to take off	pagar	to pay, paying
lleno	full (m)	euro	euro
llena	full (f)	falda	skirt
tirar	to throw, throwing	hice	I did, I made
caja	box	hiciste	you did, you made
regalar	to give, giving	hizo	s/he/it did, s/he/it made
vacío	empty (m)	viejo	old
vacía	empty (f)	fondo	back, end (of an area)
reloj	watch	evitar	to avoid, avoiding
tarjeta	card	dentro	inside
gustar	to please, to be pleasing to	fuego	fire
difícil	difficult	mayo	May
importar	to matter, to be important to	junio	June
interesar	to interest, to be interesting to	habitación	bedroom
fácil	easy	jardín	garden
preocupar	to worry, to be worrying to	daño	harm, damage
encantar	to delight, to be delightful to	estadio	stadium





molestar	to annoy, to bother	campo <sup>2</sup>	countryside, pitch
alegrar	to make happy	fila	line
querer <sup>2</sup>	to want, to love	fui	I went
encontrar	to find, finding	fuiste	you went
volver	to return, returning	fue	s/he went, it went
esperar	to wait (for), waiting (for)	historia <sup>2</sup>	story, history
historia	story	zona	area, zone
mes	month	apoyar	to support, supporting
llorar	to cry, crying	simplemente	simply
mamá	Mum	celebrar	to celebrate, celebrating
gritar	to shout, shouting	directo	direct
papá	Dad	septiembre	September
frío	coldness	diciembre	December
nuestro	our (m)	octubre	October
nuestra	our (f)	colegio	school, college
tan	so (for emphasis)	avión	plane
hijo	son	noviembre	November
médico	doctor (m)	principalmente	mainly, principally
médica	doctor (f)	ahora mismo	right now
conocido	well-known (m)	mano	hand
conocida	well-known (f)	tocar	to touch, touching
hija	daughter	mostrar	to show, showing
treinta	thirty	brazo	arm
tío	uncle	bajar	to go down, to lower
científico	scientist (m)	pierna	leg
científica	scientist (f)	grabar	to record, recording



tía	aunt	levantar <sup>2</sup>	to get up, to lift, to raise
abogado	lawyer (m)	saltar	to jump, jumping
abogada	lawyer (f)	discutir	to argue, arguing
débil	weak	dirigir	to direct, directing
músico	musician (m)	francés	French (language)
música	musician (f)	personaje	character (e.g. in a film)
veintiún	twenty one	rápido	fast
que <sup>2</sup>	that, than	conducir	to drive, driving
menos	less	ruso	Russian (language)
¿de verdad?	really?	traducir	to translate, translating
entrar	to go in, to enter	actor	actor
vale	ok	actriz	actress
peor	worse	despacio	slow
ambiente	atmosphere	escena	scene
prestar	to lend, lending	tener lugar	to take place, taking place
enfermo	ill, sick (m)	hoy en día	nowadays
enferma	ill, sick (f)	comenzar	to start, starting
cansado	tired (m)	guerra	war
cansada	tired (f)	cantidad	amount, quantity
emocionado	excited (m)	tomate	tomato
emocionada	excited (f)	por todas partes	everywhere

## Appendix 4 Year 10 – Module 4

### La paga

Mis padres me dan...  
Mi madre / padre me da...  
euros a la semana / al mes  
Gasto mi paga en...

### Pocket money

My parents give me...  
My mum / dad gives me...  
...euros a week / a month  
I spend my pocket money on...



También compro...  
saldo para el móvil  
ropa / joyas / maquillaje  
zapatillas de marca  
videojuegos / revistas

I also buy...  
credit for my phone  
clothes / jewellery / make-up  
designer trainers  
computer games / magazines

### **Mis ratos libres**

las actividades de ocio  
Tengo muchos pasatiempos.  
A la hora de comer...  
Cuando tengo tiempo...  
Después del insti...  
Los fines de semana...  
Mientras desayuno / como...  
juego al billar / fútbol  
monto en bici / monopatín  
quedo con mis amigos  
voy de compras  
mi pasión es la música / la lectura  
Suelo...  
descansar  
escuchar música / la radio  
hacer deporte  
ir al cine  
leer libros / revistas / periódicos  
salir con amigos  
usar el ordenador  
ver la tele  
Es divertido / relajante / sano  
Soy creativo/a / perezoso/a / sociable  
Soy adicto/a a...  
me ayuda a relajarme  
me ayuda a olvidarme de todo  
me hace reír  
necesito comunicarme / relacionarme  
con otra gente

### **My free time**

leisure activities  
I have lots of hobbies.  
At lunchtime...  
When I have time...  
After school...  
At weekends...  
Whilst I have breakfast / lunch...  
I play billiards / table football  
I ride my bike / I skateboard  
I meet up with friends  
I go shopping  
my passion is music / reading  
I tend to / I usually ...  
rest  
listen to music / the radio  
do sport  
go to the cinema  
read books / magazines / newspapers  
go out with friends  
use the computer  
watch TV  
It's fun / relaxing / healthy  
I'm creative / lazy / sociable  
I'm addicted to...  
it helps me to relax  
it helps me to forget everything  
it makes me laugh  
I need to have contact  
with other people

### **La música**

Me gusta el soul / el rap / el dance /  
el hip-hop / el pop / el rock / el  
jazz / la música clásica / electrónica

### **Music**

I like soul / rap / dance/  
hip-hop / pop / rock / jazz /  
classical / electronic music



asistir a un concierto  
cantar (una canción)  
tocar el teclado / el piano /  
la batería / la flauta /

to attend a concert  
to sing (a song)  
to play the keyboard / the piano /  
the drums / the flute /

la guitarra / la trompeta  
mi cantante preferido/a es...  
un espectáculo  
una gira (mundial)

the guitar / the trumpet  
my favourite singer is...  
a show  
a (world) tour

### **El deporte**

Soy / Era...  
(bastante / muy) deportista  
miembro de un club / un equipo  
aficionado/a / hincha de...  
un(a) fanático/a de...  
juego al...  
jugué al...  
jugaba al...  
bádminton / baloncesto  
béisbol / balonmano  
críquet / fútbol  
hockey / ping-pong  
rugby / tenis / voleibol  
hago...  
hice...  
hacía...  
baile / boxeo / ciclismo  
deportes acuáticos  
equitación / escalada  
gimnasia / judo  
kárate / natación  
patinaje sobre hielo  
piragüismo / remo  
submarinismo  
tiro con arco  
voy...  
fui...  
iba...  
a clases de...  
de pesca  
ya no (juego)...  
todavía (hago)...

### **Sport**

I am / I used to be...  
(quite / very) sporty  
a member of a club / a team  
a fan of...  
a ... fanatic  
I play...  
I played...  
I used to play...  
badminton / basketball  
baseball / handball  
cricket / football  
hockey / table tennis  
rugby / tennis / volleyball  
I do...  
I did...  
I used to do...  
dancing / boxing / cycling  
water sports  
horseriding / climbing  
gymnastics / judo  
karate / swimming  
ice skating  
canoeing / rowing  
diving  
archery  
I go...  
I went...  
I used to go...  
to ... classes  
fishing  
(I) no longer (play)...  
(I) still (do)...



batir un récord  
correr  
entrenar  
jugar un partido contra...  
marcar un gol  
montar a caballo  
participar en un torneo  
patinar  
mi jugador(a) preferido/a es...  
su punto culminante fue cuando...  
el campeón / la campeona  
la temporada

to break a record  
to run  
to train  
to play a match against...  
to score a goal  
to go horseriding  
to participate in a tournament  
to skate  
my favourite player is...  
the highlight (of his/her career) was when...  
the champion  
the season

**La tele**

(No) Soy teleadicto/a.  
Mi programa favorito es...  
un concurso  
un programa de deportes  
un reality  
un documental  
un culebrón / una telenovela  
una comedia  
una serie policíaca  
el telediario / las noticias  
Me gustan las comedias.  
Es / Son...  
aburrido/a/os/as  
adictivo/a/os/as  
divertido/a/os/as  
entretenido/a/os/as  
tonto/a/os/as  
informativo/a/os/as  
malo/a/os/as  
emocionante(s)  
interesante(s)

**TV**

I'm (not) a TV addict.  
My favourite programme is...  
a game / quiz show  
a sports programme  
a reality TV show  
a documentary  
a soap  
a comedy  
a crime series  
the news  
I like comedies.  
It is / They are...  
boring  
addictive  
fun  
entertaining  
silly  
informative  
bad  
exciting

interesting

**Las películas**

**Films**



un misterio	a mystery
una película de amor	a love film
una película de terror	a horror film
una película de acción	an action film
una película de aventuras	an adventure film
una película de animación	an animated film
una película de ciencia ficción	a sci-fi film
una película de fantasía	a fantasy film
una película extranjera	a foreign film

### Nacionalidades

americano/a	American
argentino/a	Argentinian
británico/a	British
chino/a	Chinese
griego/a	Greek
italiano/a	Italian
mexicano/a	Mexican
sueco/a	Swedish
alemán/alemana	German
danés/danesa	Danish
español(a)	Spanish
francés/francesa	French
holandés/holandesa	Dutch
inglés/inglesa	English
irlandés/irlandesa	Irish
japonés/japonesa	Japanese

### Temas del momento

he compartido...	I have shared...
he comprado...	I have bought...
he jugado...	I have played...
he leído...	I have read...
he oído...	I have heard...
he roto...	I have broken...
he subido...	I have uploaded...
¿Has probado...?	Have you tried...?
mi hermano ha descargado...	my brother has downloaded...
se ha estrenado...	...has been released.
la nueva canción	the new song

### Trending topics

he compartido...	I have shared...
he comprado...	I have bought...
he jugado...	I have played...
he leído...	I have read...
he oído...	I have heard...
he roto...	I have broken...
he subido...	I have uploaded...
¿Has probado...?	Have you tried...?
mi hermano ha descargado...	my brother has downloaded...
se ha estrenado...	...has been released.
la nueva canción	the new song



el último libro  
Ya lo/la/los/las he visto.  
No lo/la/los/las he visto todavía.  
acabo de ver / jugar a...  
cuenta la historia de...  
trata de...  
combina el misterio con la acción  
el argumento es fuerte / débil  
la banda sonora es buena / mala  
los actores...  
los efectos especiales...  
los gráficos...  
los personajes...  
las animaciones...  
las canciones...  
son guapos/as / guay  
son estupendos/as / impresionantes  
son originales / repetitivos/as

the latest book  
I have already seen it/them.  
I haven't seen it/them yet.  
I have just seen / played...  
it tells the story of...  
it's about...  
it combines mystery with action  
the plot is strong / weak  
the soundtrack is good / bad  
the actors...  
the special effects...  
the graphics...  
the characters...  
the animations...  
the songs...  
are good looking / cool  
are great / impressive  
are original / repetitive

#### **Ir al cine, al teatro, etc.**

¿Qué vamos a hacer...  
esta tarde?  
esta noche?  
mañana / el viernes?  
¿Tienes ganas de ir...  
a un concierto / un festival?  
a un espectáculo de baile?  
al cine / al teatro / al circo?  
¿Qué ponen?  
Es una película / obra de...  
¿A qué hora empieza / termina?  
Empieza / Termina a las...  
Dos entradas para..., por favor.  
para la sesión de las...  
No quedan entradas.  
¿Hay un descuento para estudiantes?  
Aquí tiene mi carné de estudiante.

**Going to the cinema, theatre, etc.**  
What are we going to do...  
this afternoon / evening?  
tonight?  
tomorrow / on Friday?  
Do you fancy going...  
to a concert / a festival?  
to a dance show?  
to the cinema / theatre / circus?  
What's on?  
It's a ... film / play  
What time does it start / finish?  
It starts / finishes at...  
Two tickets for ..., please.  
for the ... showing / performance  
There are no tickets left.  
Is there a discount for students?  
Here is my student card.

#### **¿En el cine o en casa?**

(No) Me gusta ir al cine porque...

#### **At the cinema or at home?**

I (don't) like going to the cinema  
because...



Prefiero ver las pelis en casa porque...  
el ambiente es mejor  
hay demasiadas personas  
la imagen es mejor en la gran pantalla  
las entradas son muy caras  
las palomitas están ricas  
los asientos no son cómodos  
los otros espectadores me molestan  
ponen tráilers para las nuevas pelis  
si vas al baño te pierdes una parte  
tienes que hacer cola  
una corrida de toros en directo

#### Los modelos a seguir

Admiro a...  
Mi inspiración / ídolo es...  
...es un buen / mal modelo a seguir  
Un buen modelo a seguir es alguien que...  
apoya a organizaciones benéficas  
recauda fondos para...  
tiene mucho talento / éxito  
trabaja en defensa de los animales  
usa su fama para ayudar a los demás  
se emborrachan  
se comportan mal  
se meten en problemas con la policía  
es amable / cariñoso/a / fuerte  
lucha por / contra...  
la pobreza / la homofobia  
los derechos de la mujer  
los derechos de los refugiados  
los niños desfavorecidos  
la justicia social  
a pesar de sus problemas...  
ha batido varios récords  
ha creado...  
ha ganado ... medallas / premios  
ha sufrido varias enfermedades  
ha superado sus problemas

I prefer watching films at home because...  
the atmosphere is better  
there are too many people  
the picture is better on the big screen  
  
the tickets are very expensive  
the popcorn is tasty  
the seats aren't comfortable  
the other spectators annoy me  
  
they show trailers for new films  
if you go to the toilet you miss part  
you have to queue  
a bull fight  
live

#### Role models

I admire...  
My inspiration / idol is...  
...is a good / bad role model  
A good role model is someone who...  
  
supports charities  
raises money for...  
is very talented / successful  
works in defence of animals  
uses his / her fame to help others  
they get drunk  
they behave badly  
they get into trouble with the police  
he/she is nice / affectionate / strong  
he/she fights for / against...  
poverty / homophobia  
women's rights  
the rights of refugees  
underprivileged children  
social justice  
despite his/her problems...  
he/she has broken several records  
he/she has created...  
he/she has won ... medals / awards  
he/she has suffered several illnesses  
he/she has overcome his/her problems





**ST JOSEPH**  
Catholic Multi Academy Trust

ha tenido mucho éxito como...  
siempre sonrío  
solo piensa en los demás

he/she has had lots of success as...  
he/she always smiles  
he/she only thinks of other people



## Appendix 5 Year 10 Module 3

### ¿Qué aplicaciones usas?

Uso ... para...  
ver mis series favoritas  
organizar las salidas con mis amigos  
controlar mi actividad física /  
las calorías  
contactar con mi familia  
chatear con mis amigos  
La tengo desde hace ... meses.  
Es una aplicación buena para...  
buscar y descargar música  
pasar el tiempo / el rato  
sacar / editar / personalizar fotos  
compartir / subir fotos  
estar en contacto  
conocer a nueva gente  
subir y ver vídeos  
chatear y mandar mensajes  
Es / No es...  
una red social  
amplio/a  
cómodo/a  
divertido/a  
necesario/a  
peligroso/a  
práctico/a  
rápido/a  
fácil de usar  
popular  
útil  
gratis  
un canal de comunicación  
una pérdida de tiempo  
Soy / Es adicto/a a...  
Estoy / Está enganchado/a a...  
Lo único malo es que...  
te engancha

### What apps do you use?

I use ... (in order) to...  
watch my favourite series  
organise to go out with my friends  
monitor my physical activity / my  
calorie intake  
get in touch with my family  
chat with my friends  
I've had it for ... months  
It's a good app for...  
looking for and downloading music  
passing the time  
taking / editing / personalising photos  
sharing / uploading photos  
keeping in touch  
meeting new people  
uploading and watching videos  
chatting and sending messages  
It is / It isn't...  
a social network  
extensive  
convenient  
fun  
necessary  
dangerous  
practical  
quick  
easy to use  
popular  
useful  
free  
a channel / means of communication  
a waste of time  
I am / He/She is addicted to...  
I am / He/She is hooked on...  
The only bad thing is that ...  
it gets you hooked



### ¿Qué estás haciendo?

Estoy...  
actualizando mi página de  
Facebook  
editando mis fotos  
Estás / Está / Están...  
escuchando música  
esperando a (David)  
descansando  
pensando en salir  
preparando algo para merendar  
repasando para un examen  
tomando el sol

haciendo footing  
haciendo el vago  
leyendo  
viendo una peli  
escribiendo  
¿Quieres salir conmigo?  
No puedo porque...  
está lloviendo  
tengo que...  
salir  
visitar a (mi abuela)  
cuidar a (mi hermano)  
hacer los deberes  
quiero...  
subir mis fotos a...  
quedarme en casa  
¡Qué rollo!  
¿A qué hora quedamos?  
¿Dónde quedamos?  
en la Plaza Mayor  
debajo de  
detrás de  
delante de  
enfrente de  
al lado de

### ¿Qué te gusta leer?

los blogs

### What are you doing?

I am...  
updating my Facebook page  
  
editing my photos  
You are / He/She is / They are...  
listening to music  
waiting for (David)  
relaxing  
thinking about going out  
preparing something for tea  
revising for an exam  
sunbathing  
  
jogging  
lazing about  
reading  
watching a film  
writing  
Do you want to go out with me?  
I can't because...  
it's raining  
I have to...  
go out  
visit (my grandmother)  
look after (my brother)  
do homework  
I want to...  
upload my photos to...  
stay at home  
What a pain!  
What time shall we meet?  
Where shall we meet?  
in the main square  
underneath  
behind  
in front of  
opposite  
next to

### What do you like reading?

blogs



los tebeos / los cómics  
los periódicos  
las revistas  
las poesías  
las novelas de ciencia ficción  
las novelas de amor  
las historias de vampiros  
las biografías

comics  
newspapers  
magazines  
poems  
science fiction novels  
romantic novels  
vampire stories  
biographies

**¿Con qué frecuencia lees?**

cada día / todos los días  
a menudo  
generalmente  
de vez en cuando  
una vez a la semana  
dos veces al mes  
una vez al año  
nunca

**How often do you read?**

every day  
often  
generally  
from time to time  
once a week  
twice a month  
once a year  
never

**¿Qué es mejor,  
leer en papel o en la red?**

Leer en formato digital...  
protege el planeta  
no malgasta papel  
cansa la vista  
depende de la energía eléctrica  
te permite llevar contigo miles  
de libros  
cuesta mucho menos  
fastidia porque no hay  
numeración de páginas  
Los libros electrónicos / Los e-books...  
son fáciles de transportar  
son más ecológicos / baratos  
no ocupan espacio  
Una desventaja es...  
el uso de batería  
Me gusta / prefiero...  
tocar las páginas  
pasar las páginas a mano  
escribir anotaciones  
leer horas y horas

**What is better,  
reading paper books or online?**

Reading in digital format...  
protects the planet  
doesn't waste paper  
tires your eyes  
relies on electricity  
allows you to take thousands of  
books with you  
costs a lot less  
is annoying because there is no  
page numbering  
Electronic books / E-books...  
are easy to transport  
are more environmentally-friendly / cheaper  
don't take up space  
One disadvantage is...  
the battery use  
I like / I prefer...  
to touch the pages  
to turn the pages by hand  
to write notes  
to read for hours and hours



un ratón de biblioteca  
un fan del manga  
un libro tradicional  
un libro de verdad

a bookworm  
a manga fan  
a traditional book  
a real book

### La familia

el padre / la madre  
el padrastro / la madrastra  
el hermano / la hermana  
el hermanastro / la hermanastra  
el abuelo / la abuela  
el bisabuelo / la bisabuela  
el tío / la tía  
el primo / la prima  
el sobrino / la sobrina  
el marido / la mujer  
el hijo / la hija  
el nieto / la nieta  
mayor / menor

### Family

father / mother  
step-father / step-mother  
brother / sister  
step-brother / step-sister  
grandfather / grandmother  
great grandfather / great grandmother  
uncle / aunt  
male cousin / female cousin  
nephew / niece  
husband / wife  
son / daughter  
grandson / granddaughter  
older / younger

### ¿Cómo es?

Tiene los ojos...  
azules / verdes / marrones / grises  
grandes / pequeños / brillantes  
Tiene el pelo...  
moreno / rubio / castaño / rojo  
corto / largo  
rizado / liso / ondulado  
fino / de punta  
Tiene...  
la piel blanca / morena  
la cara redonda / alargada  
los dientes prominentes  
pecas  
Lleva...  
gafas  
barba  
bigote  
Es...  
alto/a / bajo/a  
delgado/a / gordito/a / gordo/a

### What is he/she like?

He/She has ... eyes  
blue / green / brown / grey  
big / small / bright  
He/She has... hair  
dark brown / blond / mid-brown / red  
short / long  
curly / straight / wavy  
fine / spiky  
He/She has...  
fair / dark skin  
a round / oval face  
big teeth  
freckles  
He/She wears / has...  
glasses  
a beard  
a moustache  
He/She is...  
tall / short  
slim / chubby / fat



calvo/a  
moreno/a  
rubio/a  
castaño/a  
pelirrojo/a  
español / española  
inglés / inglesa  
peruano / peruana  
Mide 1,60.  
No es ni alto ni bajo.  
(No) Nos parecemos físicamente.

#### ¿Cómo es de carácter?

Como persona, es...

optimista / pesimista  
simpático/a / antipático/a  
trabajador(a) / perezoso/a  
generoso/a / tacaño/a  
hablador(a) / callado/a  
divertido/a / gracioso/a / serio/a  
fiel / infiel  
feliz / triste  
ordenado/a / caótico/a  
enérgico/a / animado/a / tranquilo/a  
pensativo/a  
comprensivo/a  
honesto/a  
alegre  
molesto/a  
ambicioso/a  
egoísta

Está feliz / triste.

#### ¿Te llevas bien con tu familia?

(No) Me llevo bien con...porque...  
me apoya  
me acepta como soy  
nunca me critica  
tenemos mucho en común

Me divierto con...

Me peleo con...

bald  
dark-haired  
fair-haired  
brown-haired  
a redhead  
Spanish  
English  
Peruvian  
He/She is 1m60 tall.  
He/She is neither tall nor short.  
We (don't) look like each other.

#### What is he/she like as a person?

As a person, he/she is...

optimistic / pessimistic  
nice / nasty  
hard-working / lazy  
generous / mean  
chatty / quiet  
fun / funny / serious  
loyal / disloyal  
happy / sad  
tidy / chaotic  
energetic / lively / calm  
thoughtful  
understanding  
honest  
cheerful  
annoying  
ambitious  
selfish

He/She is happy / sad.

#### Do you get on well with your family?

I (don't) get on well with... because...  
he/she supports me  
he/she accepts me as I am  
he/she never criticises me  
we have a lot in common

I have a good time with...

I argue with...



Nos llevamos superbién.  
Nos llevamos como el perro y el gato.  
Nos divertimos siempre.

We get on really well.  
We fight like cat and dog.  
We always have a good time.

**¿Cómo es un buen amigo /  
una buena amiga?**

Un buen amigo es alguien que...  
te apoya  
te escucha  
te conoce bien  
te acepta como eres  
te quiere mucho  
te da consejos  
te hace reír  
no te critica  
nunca te juzga

Conocí a mi mejor amigo/a...  
Nos conocimos  
Nos hicimos amigos  
Nos hicimos novios  
convivimos  
nos casamos  
Es el amor de mi vida.  
Tenemos ... en común.  
nos gustan (las mismas cosas)  
nos encantan (las películas)

**What is a good friend like?**

A good friend is someone who...  
supports you  
listens to you  
knows you well  
accepts you as you are  
likes / loves you a lot  
gives you advice  
makes you laugh  
doesn't criticise you  
never judges you

I met my best friend...  
We met / got to know each other  
We became friends  
We started going out  
we lived together  
we got married  
He/She is the love of my life.  
We have ... in common.  
we like (the same things)  
we love (films)



## Appendix 6 Year 10 Module 6

### ¿Dónde vives?

Vivo en el...

norte/noreste/noroeste...  
sur/sureste/suroeste...  
este/oeste/centro...  
de Inglaterra/Escocia  
de Gales/Irlanda (del Norte)

### ¿Qué haces en verano?

En verano/invierno...

chateo en la red  
cocino para mi familia  
descargo canciones  
escribo correos  
hago natación/esqui/windsurf  
hago una barbacoa  
juego al baloncesto/fútbol  
monto a caballo/en bici  
nado en el mar  
salgo con mis amigos/as  
toco la guitarra  
trabajo como voluntario/a  
veo la tele  
voy al polideportivo/al parque/  
a un centro comercial  
voy de paseo

### Where do you live?

*I live in the...  
north/northeast/northwest...  
south/southeast/southwest...  
east/west/centre...  
of England/Scotland  
of Wales/(Northern) Ireland*

### What do you do in summer?

*In summer/winter...*

*I chat online  
I cook for my family  
I download songs  
I write emails  
I go swimming/skiing/windsurfing  
I have a barbecue  
I play basketball/football  
I go horseriding/cycling  
I swim in the sea  
I go out with my friends  
I play the guitar  
I work as a volunteer  
I watch TV  
I go to the sports centre/to the park/  
to a shopping centre  
I go for a walk*





**¿Con qué frecuencia?**

siempre  
a menudo  
todos los días  
a veces  
de vez en cuando  
una vez a la semana  
dos o tres veces al año  
(casi) nunca

**¿Qué tiempo hace?**

Hace buen/mal tiempo.  
Hace calor/frío/sol/viento.  
Llueve/Nieva.  
El tiempo es variable.  
El clima es caluroso/soleado.  
Hay niebla/tormenta.  
Hay chubascos.  
Está nublado.

**¿Qué te gusta hacer?**

Soy adicto/a a...  
Soy un(a) fanático/a de...  
ya que/dado que/puesto que  
Prefiero...  
Me gusta...  
Me encanta/Me mola/Me chifla/  
Me flipa/Me apasiona...  
No me gusta (nada)...  
Odio...  
A (mi padre) le gusta...  
Nos encanta...  
    bucear  
    estar al aire libre  
    estar en contacto con los amigos  
    hacer artes marciales

**How often?**

always  
often  
    every day  
sometimes  
from time to time  
once a week  
two or three times a year  
(almost) never

**What's the weather like?**

It's good/bad weather.  
It's hot/cold/sunny/windy.  
    It's raining/snowing.  
The weather is changeable.  
The climate is hot/sunny.  
It's foggy/stormy.  
There are showers.  
    It's cloudy.

**What do you like doing?**

I'm addicted to...  
I'm a ... fan/fanatic.  
given that/since  
I prefer...  
    I like...  
  
I love...  
I don't like... (at all)  
I hate...  
(My dad) likes...  
We love...  
    diving  
    being outdoors  
    being in touch with friends  
doing martial arts



hacer deportes acuáticos  
ir al cine/a la pista de hielo  
ir de compras  
leer (un montón de revistas)  
usar el ordenador  
ver películas

Prefiero veranear...

en el extranjero/en España  
en la costa/en el campo  
en la montaña/en la ciudad

*doing water sports  
going to the cinema/ice rink  
going shopping  
reading (loads of magazines)  
using the computer  
watching films*

*I prefer to spend the summer...*

*abroad/in Spain  
on the coast/in the country  
in the mountains/in the city*

### ¿Adónde fuiste de vacaciones?

hace una semana/un mes/un año  
hace dos semanas/meses/años  
fui de vacaciones a...

Francia/Italia/Turquía

¿Con quién fuiste?

Fui...

con mi familia/insti  
con mi mejor amigo/a  
solo/a

¿Cómo viajaste?

Viajé...

en autocar/avión  
en barco/coche/tren

### Where did you go on holiday?

*a week/month/year ago  
two weeks/months/years ago  
I went on holiday to...*

*France/Italy/Turkey*

*Who did you go with?*

*I went...*

*with my family/school  
with my best friend  
alone*

*How did you travel?*

*I travelled...*

*by coach/plane  
by boat/car/train*

### ¿Qué hiciste?

primero  
luego  
más tarde  
después  
finalmente

Lo mejor fue cuando...

Lo peor fue cuando...

aprendí a hacer vela  
comí muchos helados  
compré recuerdos

descansé  
fui al acuario  
hice turismo

### What did you do?

*first*

*then*

*later*

*after*

*finally*

*The best thing was when...*

*The worst thing was when...*

*I learned to sail  
I ate lots of ice creams  
I bought souvenirs*

*I rested*

*I went to the aquarium  
I went sightseeing*



llegué tarde al aeropuerto  
perdí mi móvil  
saqué fotos  
tomé el sol  
tuve un accidente en la playa  
vi un partido  
visité el Park Güell  
vomité en una montaña rusa

Puedes...

descubrir el Museo Picasso  
disfrutar del Barrio Gótico  
pasear por las Ramblas  
subir al Monumento a Colón  
ver los barcos en el puerto

*I arrived at the airport late  
I lost my mobile  
I took photos  
I sunbathed  
I had an accident on the beach  
I saw/watched a match  
I visited Park Güell  
I was sick on a roller coaster*

*You can...*

*discover the Picasso Museum  
enjoy the gothic quarter  
walk along Las Ramblas  
go up the Columbus Monument  
see the boats in the port*

### ¿Qué tal lo pasaste?

Me gustó/Me encantó.  
Lo pasé bomba/fenomenal.  
Lo pasé bien/mal/fatal.  
Fue...

inolvidable/increíble  
impresionante/flipante  
horroroso  
un desastre

¿Qué tiempo hizo?  
Hizo buen/mal tiempo.  
Hizo calor/frío/sol/viento.  
Hubo niebla/tormenta.  
Llovió/Nevó.

### How was it?

*I liked it/I loved it.  
I had a great time.  
I had a good/bad/awful time.  
It was...  
unforgettable/incredible  
impressive/awesome  
awful*

*a disaster*

*What was the weather like?  
It was good/bad weather.  
It was hot/cold/sunny/windy.  
It was foggy/stormy.  
It rained/snowed.*

### ¿Cómo era el hotel?

Me alojé/Me quedé...  
Nos alojamos/Nos quedamos...  
en un albergue juvenil  
en un apartamento  
en un camping  
en un hotel de cinco estrellas  
en un parador  
en una casa rural  
en una pensión

Fui de crucero.

### What was the hotel like?

*I stayed...*

*We stayed...*

*in a youth hostel  
in an apartment  
on a campsite  
in a five-star hotel  
in a state-run luxury hotel  
in a house in the country  
in a guest house  
I went on a cruise.*



Estaba...  
cerca de la playa  
en el centro de la ciudad  
en las afueras

Era...  
acogedor(a)  
antiguo/a  
barato/a  
caro/a  
grande

lujoso/a  
moderno/a  
pequeño/a  
ruidoso/a  
tranquilo/a

Tenía/Había...  
No tenía ni... ni...  
No había ni... ni...  
Tampoco tenía...  
(un) aparcamiento  
(un) bar  
(un) gimnasio  
(un) restaurante  
(una) cafetería  
(una) lavandería  
(una) piscina cubierta  
mucho espacio para mi tienda

*It was...*  
*near the beach*  
*in the city centre*  
*on the outskirts*  
*It was...*  
*welcoming*  
*old*  
*cheap*  
*expensive*  
*big*  
*luxurious*  
*modern*  
*small*  
*noisy*  
*quiet*

*It had/There was/were...*  
*It had neither... nor...*  
*There was neither... nor...*  
*Nor did it have...*  
*a car park*  
*a bar*  
*a gym*  
*a restaurant*  
*a café*  
*a launderette*  
*an indoor pool*  
*lots of space for my tent*

**¿Cómo era el pueblo?**

Lo bueno/Lo malo...  
del pueblo...  
de la ciudad...

era que era...  
demasiado/muy/bastante...  
animado/a  
bonito/a  
histórico/a  
pintoresco/a  
turístico/a

Tenía...  
mucho ambiente/tráfico  
mucho que hacer

***What was the town/village like?***

*The good thing/The bad thing...*  
*about the town/village...*  
*about the city...*  
*was that it was...*  
*too/very/quite...*  
*lively*  
*pretty*  
*historic*  
*picturesque*  
*touristic*

*It had...*  
*lots of atmosphere/traffic*  
*lots to do*



mucha contaminación/gente  
muchos espacios verdes  
muchos lugares de interés  
muchas discotecas

*lots of pollution/people  
lots of green spaces  
lots of places of interest  
lots of discos*

**Quisiera reservar...**

¿Hay...

wifi gratis...  
aire acondicionado...

en el hotel/las habitaciones?

¿Cuánto cuesta una habitación...?

¿A qué hora se sirve el desayuno?

¿Cuándo está abierto/a el/la...?

¿Cuánto es el suplemento por...?

¿Se admiten perros?

Quisiera reservar...

una habitación individual/doble  
con/sin balcón  
con bañera/ducha  
con cama de matrimonio  
con desayuno incluido  
con media pensión

con pensión completa  
con vistas al mar

¿Para cuántas noches?

Para... noches

del... al... de...

¿Puede repetir, por favor?

¿Puede hablar más despacio?

***I would like to book...***

*Is/Are there...*

*free wifi...  
air conditioning...*

*in the hotel/the rooms?*

*How much does a... room cost?*

*What time is breakfast served?*

*When is the... open?*

*How much is the supplement for...?*

*Are dogs allowed?*

*I would like to book...*

*a single/double room*

*with/without balcony*

*with a bath/shower*

*with double bed*

*with breakfast included*

*with half board*

*with full board*

*with sea view*

*For how many nights?*

*For... nights*

*from the... to the... of...*

*Can you repeat, please?*

*Can you speak more slowly?*

**Quiero quejarme**

Quiero hablar con el director.

Quiero cambiar de habitación.

El aire acondicionado...

El ascensor...

La ducha...

La habitación...

está sucio/a

La luz...

no funciona

***I want to complain***

*I want to speak to the manager.*

*I want to change rooms.*

*The air conditioning...*

*The lift ...*

*The shower...*

*The room...*

*is dirty*

*The light...*

*doesn't work*



Hay ratas en la cama.

No hay...

Necesito...

papel higiénico

jabón/champú

toallas/(un) secador

¡Socorro!

Es inaceptable.

Lo siento/Perdone.

El hotel está completo.

*There are rats in the bed.*

*There is no...*

*I need...*

*toilet paper*

*soap/shampoo*

*towels/a hairdryer*

*Help!*

*It's unacceptable.*

*I'm sorry.*

*The hotel is full.*

### **Mis vacaciones desastrosas**

Por desgracia

Por un lado... por otro lado...

El primer/último día

Al día siguiente

Tuve/Tuvimos...

un accidente/un pinchazo

un retraso/una avería

Tuve/Tuvimos que...

esperar mucho tiempo

ir al hospital/a la comisaría

llamar a un mecánico

Perdí/Perdimos...

el equipaje/la cartera

la maleta/las llaves

Cuando llegamos...

era muy tarde

estaba cansado/a

la recepción ya estaba cerrada

acampar

decidir

alquilar bicicletas

coger el teleférico

chocar con

hacer alpinismo

volver

el paisaje

la autopista

precioso/a

### **My disastrous holiday**

*Unfortunately*

*On the one hand... on the other hand...*

*(On) the first/last day*

*On the following day*

*I had/We had...*

*an accident/a puncture*

*a delay/a breakdown*

*I had to/We had to...*

*wait a long time*

*go to the hospital/to the police station*

*call a mechanic*

*I lost/We lost...*

*the luggage/the wallet*

*the suitcase/the keys*

*When we arrived...*

*it was very late*

*I was tired*

*the reception was already closed*

*to camp*

*to decide (to)*

*to hire bicycles*

*to catch/take the cable car*

*to crash into*

*to go mountain climbing*

*to return*

*the landscape*

*the motorway*

*beautiful*



## Appendix 7 Year 10 Module 1

### Dónde vives?

Vivo en el...

norte/noreste/noroeste...  
sur/sureste/suroeste...  
este/oeste/centro...  
de Inglaterra/Escocia  
de Gales/Irlanda (del Norte)

### ¿Qué haces en verano?

En verano/invierno...

chateo en la red  
cocino para mi familia  
descargo canciones  
escribo correos

### Where do you live?

I live in the...

north/northeast/northwest...  
south/southeast/southwest...  
east/west/centre...  
of England/Scotland  
of Wales/(Northern) Ireland

### What do you do in summer?

In summer/winter...

I chat online  
I cook for my family  
I download songs  
I write emails



hago natación/esquí/windsurf  
hago una barbacoa  
juego al baloncesto/fútbol  
monto a caballo/en bici  
nado en el mar  
salgo con mis amigos/as  
toco la guitarra  
trabajo como voluntario/a  
veo la tele  
voy al polideportivo/al parque/  
a un centro comercial  
voy de paseo

I go swimming/skiing/windsurfing  
I have a barbecue  
I play basketball/football  
I go horseriding/cycling  
I swim in the sea  
I go out with my friends  
I play the guitar  
I work as a volunteer  
I watch TV  
I go to the sports centre/to the park/  
to a shopping centre  
I go for a walk

### ¿Con qué frecuencia?

siempre  
a menudo  
todos los días  
a veces  
de vez en cuando  
una vez a la semana  
dos o tres veces al año  
(casi) nunca

### How often?

always  
often  
every day  
sometimes  
from time to time  
once a week  
two or three times a year  
(almost) never

### ¿Qué tiempo hace?

Hace buen/mal tiempo.  
Hace calor/frío/sol/viento.  
Llueve/Nieva.  
El tiempo es variable.  
El clima es caluroso/soleado.  
Hay niebla/tormenta.  
Hay chubascos.  
Está nublado.

### What's the weather like?

It's good/bad weather.  
It's hot/cold/sunny/windy.  
It's raining/snowing.  
The weather is changeable.  
The climate is hot/sunny.  
It's foggy/stormy.  
There are showers.  
It's cloudy.

### ¿Qué te gusta hacer?

Soy adicto/a a...  
Soy un(a) fanático/a de...  
ya que/dado que/puesto que

### What do you like doing?

I'm addicted to...  
I'm a ... fan/fanatic.  
given that/since





Prefiero...  
 Me gusta...  
 Me encanta/Me mola/Me chifla/  
 Me flipa/Me apasiona...  
 No me gusta (nada)...  
 Odio...  
 A (mi padre) le gusta...  
 Nos encanta...  
     bucear  
     estar al aire libre  
     estar en contacto con los amigos  
     hacer artes marciales  
     hacer deportes acuáticos  
     ir al cine/a la pista de hielo  
     ir de compras  
     leer (un montón de revistas)  
     usar el ordenador  
     ver películas  
 Prefiero veranear...  
     en el extranjero/en España  
     en la costa/en el campo  
     en la montaña/en la ciudad

I prefer...  
 I like...  
 I love...  
 I don't like... (at all)  
 I hate...  
 (My dad) likes...  
 We love...  
     diving  
     being outdoors  
     being in touch with friends  
 doing martial arts  
 doing water sports  
 going to the cinema/ice rink  
     going shopping  
 reading (loads of magazines)  
 using the computer  
     watching films  
 I prefer to spend the summer...  
 abroad/in Spain  
 on the coast/in the country  
 in the mountains/in the city

**¿Adónde fuiste de vacaciones?**

hace una semana/un mes/un año  
 hace dos semanas/meses/años  
 fui de vacaciones a...  
     Francia/Italia/Turquía

¿Con quién fuiste?

Fui...  
     con mi familia/insti  
     con mi mejor amigo/a  
     solo/a

¿Cómo viajaste?

Viajé...  
     en autocar/avión  
     en barco/coche/tren

**¿Qué hiciste?**

primero  
 luego

**Where did you go on holiday?**

a week/month/year ago  
 two weeks/months/years ago  
 I went on holiday to...  
     France/Italy/Turkey

Who did you go with?

I went...  
     with my family/school  
     with my best friend  
     alone

How did you travel?

I travelled...  
     by coach/plane  
     by boat/car/train

**What did you do?**

first  
 then



más tarde	later
después	after
finalmente	finally
Lo mejor fue cuando...	The best thing was when...
Lo peor fue cuando...	The worst thing was when...
aprendí a hacer vela	I learned to sail
comí muchos helados	I ate lots of ice creams
compré recuerdos	I bought souvenirs
descansé	I rested
fui al acuario	I went to the aquarium
hice turismo	I went sightseeing
llegué tarde al aeropuerto	I arrived at the airport late
perdí mi móvil	I lost my mobile
saqué fotos	I took photos
tomé el sol	I sunbathed
tuve un accidente en la playa	I had an accident on the beach
vi un partido	I saw/watched a match
visité el Park Güell	I visited Park Güell
vomitó en una montaña rusa	I was sick on a roller coaster
Puedes...	You can...
descubrir el Museo Picasso	discover the Picasso Museum
disfrutar del Barrio Gótico	enjoy the gothic quarter
pasear por las Ramblas	walk along Las Ramblas
subir al Monumento a Colón	go up the Columbus Monument
ver los barcos en el puerto	see the boats in the port

### ¿Qué tal lo pasaste?

Me gustó/Me encantó.  
Lo pasé bomba/fenomenal.  
Lo pasé bien/mal/fatal.  
Fue...  
inolvidable/increíble  
impresionante/flipante  
horroroso  
un desastre

¿Qué tiempo hizo?  
Hizo buen/mal tiempo.  
Hizo calor/frío/sol/viento.  
Hubo niebla/tormenta.  
Llovió/Nevó.

### How was it?

I liked it/I loved it.  
I had a great time.  
I had a good/bad/awful time.  
It was...  
unforgettable/incredible  
impressive/awesome  
awful  
a disaster

What was the weather like?  
It was good/bad weather.  
It was hot/cold/sunny/windy.  
It was foggy/stormy.  
It rained/snowed.



**¿Cómo era el hotel?**

Me alojé/Me quedé...  
 Nos alojamos/Nos quedamos...  
     en un albergue juvenil  
     en un apartamento  
     en un camping  
     en un hotel de cinco estrellas  
     en un parador  
     en una casa rural  
     en una pensión  
 Fui de crucero.  
 Estaba...  
     cerca de la playa  
     en el centro de la ciudad  
     en las afueras  
 Era...  
     acogedor(a)  
     antiguo/a  
     barato/a  
     caro/a  
     grande  
  
     lujoso/a  
     moderno/a  
     pequeño/a  
     ruidoso/a  
     tranquilo/a  
 Tenía/Había...  
 No tenía ni... ni...  
 No había ni... ni...  
 Tampoco tenía...  
     (un) aparcamiento  
     (un) bar  
     (un) gimnasio  
     (un) restaurante  
     (una) cafetería  
     (una) lavandería  
     (una) piscina cubierta  
     mucho espacio para mi tienda

**¿Cómo era el pueblo?**

Lo bueno/Lo malo...

**What was the hotel like?**

I stayed...  
 We stayed...  
     in a youth hostel  
     in an apartment  
     on a campsite  
     in a five-star hotel  
  
     in a state-run luxury hotel  
     in a house in the country  
     in a guest house  
 I went on a cruise.  
 It was...  
     near the beach  
     in the city centre  
     on the outskirts  
 It was...  
     welcoming  
  
     old  
     cheap  
  
     expensive  
  
     big  
  
     luxurious  
  
     modern  
     small  
  
     noisy  
     quiet  
 It had/There was/were...  
 It had neither... nor...  
 There was neither... nor...  
 Nor did it have...  
 a car park  
     a bar  
  
     a gym  
     a restaurant  
     a café  
     a launderette  
 an indoor pool  
 lots of space for my tent

**What was the town/village like?**

The good thing/The bad thing...



del pueblo...	about the town/village...
de la ciudad...	about the city...
era que era...	was that it was...
demasiado/muy/bastante...	too/very/quite...
animado/a	lively
bonito/a	pretty
histórico/a	historic
pintoresco/a	picturesque
turístico/a	touristic
Tenía...	It had...
mucho ambiente/tráfico	lots of atmosphere/traffic
mucho que hacer	lots to do
mucha contaminación/gente	lots of pollution/people
muchos espacios verdes	lots of green spaces
muchos lugares de interés	lots of places of interest
muchas discotecas	lots of discos

**Quisiera reservar...**

**I would like to book...**

¿Hay...	Is/Are there...
wifi gratis...	free wifi...
aire acondicionado...	air conditioning...
en el hotel/las habitaciones?	in the hotel/the rooms?
¿Cuánto cuesta una habitación...?	How much does a... room cost?
¿A qué hora se sirve el desayuno?	What time is breakfast served?
¿Cuándo está abierto/a el/la...?	When is the... open?
¿Cuánto es el suplemento por...?	How much is the supplement for...?
¿Se admiten perros?	Are dogs allowed?
Quisiera reservar...	I would like to book...
una habitación individual/doble	a single/double room
con/sin balcón	with/without balcony
con bañera/ducha	with a bath/shower
con cama de matrimonio	with double bed
con desayuno incluido	with breakfast included
con media pensión	with half board
con pensión completa	with full board
con vistas al mar	with sea view
¿Para cuántas noches?	For how many nights?
Para... noches	For... nights
del... al... de...	from the... to the... of...
¿Puede repetir, por favor?	Can you repeat, please?
¿Puede hablar más despacio?	Can you speak more slowly?



### Quiero quejarme

Quiero hablar con el director.  
Quiero cambiar de habitación.  
El aire acondicionado...  
El ascensor...  
La ducha...  
La habitación...

está sucio/a

La luz...

no funciona

Hay ratas en la cama.

No hay...

Necesito...

papel higiénico

jabón/champú

toallas/(un) secador

¡Socorro!

Es inaceptable.

Lo siento/Perdone.

El hotel está completo.

### Mis vacaciones desastrosas

Por desgracia

Por un lado... por otro lado...

El primer/último día

Al día siguiente

Tuve/Tuvimos...

un accidente/un pinchazo

un retraso/una avería

Tuve/Tuvimos que...

esperar mucho tiempo

ir al hospital/a la comisaría

llamar a un mecánico

Perdí/Perdimos...

el equipaje/la cartera

la maleta/las llaves

Cuando llegamos...

era muy tarde

estaba cansado/a

la recepción ya estaba cerrada

acampar

decidir

### I want to complain

I want to speak to the manager.

I want to change rooms.

The air conditioning...

The lift ...

The shower...

The room...

is dirty

The light...

doesn't work

There are rats in the bed.

There is no...

I need...

toilet paper

soap/shampoo

towels/a hairdryer

Help!

It's unacceptable.

I'm sorry.

The hotel is full.

### My disastrous holiday

Unfortunately

On the one hand... on the other hand...

(On) the first/last day

On the following day

I had/We had...

an accident/a puncture

a delay/a breakdown

I had to/We had to...

wait a long time

go to the hospital/to the police station

call a mechanic

I lost/We lost...

the luggage/the wallet

the suitcase/the keys

When we arrived...

it was very late

I was tired

the reception was already closed

to camp

to decide (to)



alquilar bicicletas  
coger el teleférico  
chocar con  
hacer alpinismo

to hire bicycles  
to catch/take the cable car  
to crash into  
to go mountain climbing

volver  
el paisaje  
la autopista  
precioso/a

to return  
the landscape  
the motorway  
beautiful

## Appendix 8 Year 10 Module 5

### **En mi ciudad**

Hay... / Mi ciudad tiene...  
un ayuntamiento  
un bar / muchos bares

### ***In my town***

*There is/are... / My town has...*  
*a town hall*  
*a bar / lots of bars*



un castillo (en ruinas)  
un cine  
un mercado  
un museo / unos museos  
un parque  
un polideportivo  
un puerto  
muchos restaurantes  
un teatro  
una biblioteca  
una bolera  
una iglesia  
una piscina  
una playa / unas playas  
una Plaza Mayor  
una pista de hielo  
una oficina de Correos  
una tienda / muchas tiendas  
muchos lugares de interés

algo / mucho que hacer  
no hay nada que hacer  
Vivo en un pueblo...

histórico / moderno  
tranquilo / ruidoso  
turístico / industrial  
bonito / feo

Está situado/a en ... del país.  
el norte / el sur / el este / el oeste

#### **¿Por dónde se va al / a la...?**

¿Dónde está el / la...?  
¿El / La .... está cerca / lejos?  
sigue todo recto  
gira a la derecha / izquierda  
toma la primera / segunda / tercera  
calle a la derecha / a la izquierda  
pasa el puente / los semáforos  
cruza la plaza / la calle  
coge el autobús número 37  
está...  
en la esquina / al final de la calle  
al lado del museo / enfrente de...

*a (ruined) castle*  
*a cinema*  
*a market*  
*a museum / a few museums*  
*a park*  
*a sports centre*  
*a port*  
*lots of restaurants*  
*a theatre*  
*a library*  
*a bowling alley*  
*a church*  
*a swimming pool*  
*a beach / a few beaches*  
*a town square*  
*an ice rink*  
*a post office*  
*a shop / lots of shops*  
*lots of sights*

*something / a lot to do*  
*there is nothing to do*  
*I live in a ... village*

*historic / modern*  
*quiet / noisy*  
*touristy / industrial*  
*pretty / ugly*

*It is situated in ... of the country.*  
*the north / the south / the east / the west*

#### **How do you get to the...?**

*Where is the...?*  
*Is the ...nearby / far away?*  
*go straight on*  
*turn right / left*  
*take the first / second / third*  
*road on the right / left*  
*go over the bridge / the traffic lights*  
*cross the square / the street*  
*take the number 37 bus*  
*it is...*  
*on the corner / at the end of the street*  
*next to the museum / opposite...*



**¿Cómo es tu zona?**

está situado/a en un valle  
entre el desierto y la sierra

al lado del río / mar Mediterráneo

Está...

rodeado/a de volcanes / sierra  
lleno/a de bosques / selvas  
a ... metros sobre el nivel del mar

Tiene...

unos impresionantes paisajes  
naturales  
varias influencias culturales  
el bullicio de una ciudad

El clima es...

soleado / caluroso / seco /  
templado / frío

llueve (muy) poco / a menudo  
en primavera / verano / otoño /  
invierno

hay mucha marcha

Es...

mi ciudad natal / mi lugar favorito  
acogedor/a / atractivo/a  
famoso/a / conocido/a por  
una región muy húmeda  
una zona muy montañosa /  
pintoresca  
tan fácil desplazarse

Se puede...

estar mucho tiempo al aire libre  
subir a la torre  
hacer un recorrido en autobús  
disfrutar de las vistas / del ambiente  
viajar en el AVE  
pasear por los lagos artificiales  
apreciar la arquitectura variada  
aprovechar el buen tiempo

Se pueden...

probar platos típicos  
practicar deportes acuáticos  
ver edificios de estilos muy

**What is your area like?**

*it is situated in a valley  
between the desert and the  
mountains*

*by the river / Mediterranean sea*

*It is...*

*surrounded by volcanoes / mountains  
full of woods / forests  
at... metres above sea level*

*It has...*

*some amazing natural landscapes*

*various cultural influences  
the hustle and bustle of a city  
The climate is...  
sunny / hot / dry /  
mild / cold*

*it rains (very) little / often  
in spring / summer / autumn / winter*

*there is lots going on*

*It is...*

*My home town / my favourite place  
welcoming / attractive  
famous for / well-known for  
a very humid region  
a mountainous / picturesque area*

*so easy to get around*

*You / One can...*

*spend lots of time in the open air  
go up the tower*

*do a bus tour*

*enjoy the views / the atmosphere  
travel on the AVE high-speed train*

*go boating on the artificial lakes*

*appreciate the variety of architecture*

*make the most of the good weather*

*You / One can...*

*try local dishes*

*do water sports*

*see buildings with very different styles*





diferentes  
alquilar bolas de agua  
practicar senderismo y ciclismo

*hire water balls  
go hiking / trekking and cycling*

**En la oficina de turismo**

**At the tourist office**

¿Me puede dar...?  
un plano de la ciudad  
más información sobre...

*Can you give me...?  
a map of the town / city  
more information about...*

¿Cuánto cuesta una entrada?  
para adultos / niños

*How much is a ticket?*

*for adults / children*

¿Dónde se pueden sacar las  
entradas?

*Where can you get tickets?*

¿A qué hora...?

*What time...?*

sale el autobús?  
abre...?

*does the bus leave?  
does...open?*

¿Hay visitas guiadas?

*Are there guided tours?*

¿Me puede recomendar...?

*Can you recommend...?*

un restaurante típico  
un hotel / una excursión

*a typical restaurant  
a hotel / a trip*

**¿Qué haremos mañana?**

**What will we do tomorrow?**

Sacaré muchas fotos.  
Subiremos al teleférico.  
Bajaremos a pie.  
Pasaremos entre las nubes.  
Iremos a la playa / a la montaña /  
de excursión en barco.

*I will take lots of photos.*

*We will go up on the cable car.*

*We will go down on foot.*

*We will go through the clouds.*

*We will go to the beach / to the  
mountains / on a boat trip.*

Haremos piragüismo.  
Podremos hacer paddlesurf.

*We will go canoeing.*

*We will be able to go paddlesurfing.*

Podrás comprar regalos.

*You will be able to buy presents.*

será genial / mejor

*it will be great / better*

nos llevará

*he/she will take us*

Estoy (muy) a gusto.

*I am feeling (very much) at home.*

¡Buena idea!

*Good idea!*

de acuerdo

*OK*

¡Qué pena! / ¡Qué mal (rollo)!

*What a shame! / What a nightmare!*

¡Qué triste!

*How sad!*

**¿Qué tiempo hará?**

**What will the weather be like?**



Hará sol / viento.

Habrá...

nubes / claros / chubascos  
una ola de calor  
truenos y relámpagos  
temperaturas más altas / bajas  
granizos / brisas fuertes  
periodos soleados

lloverá (bastante)

Las temperaturas subirán / bajarán.

El tiempo...

será variable  
se despejará  
cambiará  
no nos importará

*It will be sunny / windy.*

*There will be...*

*clouds / clear spells / showers  
a heat wave  
thunder and lightning*

*higher / lower temperatures*

*hail / strong winds  
sunny periods*

*it will rain (quite a bit)*

*The temperatures will rise / fall.*

*The weather....*

*will be variable*

*will clear up*

*will change*

*will not matter to us*

### Las tiendas

el banco  
el estanco  
la cafetería  
la carnicería  
la estación de trenes  
la farmacia  
la frutería  
la joyería  
la librería  
la panadería  
la papelería  
la pastelería  
la peluquería  
la pescadería

la tienda de ropa

la zapatería

un regalo

sellos

una carta / unas cartas

recoger

mandar

horario comercial / horas de apertura

de lunes a viernes

abre a la(s)... / cierra a la(s)...

no cierra a mediodía

### Shops

*bank*

*tobacconist's*

*café*

*butcher's*

*train station*

*pharmacy / chemist*

*greengrocer's*

*jeweller's*

*book shop*

*bakery*

*stationery shop*

*cake shop*

*hairdresser's*

*fish shop*

*clothes shop*

*shoe shop*

*a present*

*stamps*

*a letter / a few letters*

*to pick up*

*to send*

*business hours / opening hours*

*from Monday to Friday*

*it opens at... / it closes at...*

*it doesn't close at midday*



cerrado domingo y festivos  
abierto todos los días

*closed on Sundays and public holidays  
open every day*

### **Recuerdos y regalos**

el abanico  
el chorizo  
el llavero  
el oso de peluche  
los pendientes  
la gorra  
la taza  
las golosinas  
las pegatinas  
¿Me puede ayudar?  
Quiero comprar...  
¿Tiene uno/a/os/as más barato/a/  
os/as?  
un billete de (cincuenta) euros  
tengo cambio

### **Souvenirs and presents**

*fan  
chorizo (sausage)  
key ring  
teddy bear  
earrings  
cap  
mug  
sweets  
stickers  
Can you help me?  
I want to buy...  
Do you have a cheaper one / cheaper  
ones?  
a (fifty) euro note  
I have change*

### **Quejas**

Quiero devolver...  
está roto/a  
es demasiado estrecho/a / largo/a  
tiene un agujero / una mancha  
falta un botón  
¿Puede reembolsarme (el dinero)?  
Podemos hacer un cambio.  
¿Qué me recomienda?  
¿Qué tal...? / ¿Qué te parece(n)...?  
Te queda bien.  
Te quedan demasiado grandes.  
una talla más grande / pequeña  
en rebajas  
Me lo/la/los/las llevo.

### **Complaints**

*I want to return...  
it is broken  
it is too tight / long  
it has a hole / a stain  
it's missing a button  
Can you reimburse me (the money)?  
We can exchange (it).  
What do you recommend?  
What about...? / What do you think of...?  
It suits you.  
They are too big on you.  
a bigger / smaller size  
on sale  
I'll take it / them.*

### **De compras**

Normalmente voy... / Suelo ir...  
a los centros comerciales  
de tiendas con mis amigos

### **Shopping**

*Usually I go... / I tend to go...  
to shopping centres  
shopping with my friends*



Nunca me ha gustado / Prefiero / Odio...	<i>I've never liked / I prefer / I hate...</i>
comprar en...	<i>shopping in...</i>
cadenas / grandes almacenes	<i>chain stores / department stores</i>
tiendas de diseño / segunda mano	<i>designer shops / second-hand shops</i>
comprar por Internet / en la red	<i>shopping on the internet / online</i>
hacer cola	<i>queueing</i>
porque...	<i>because...</i>
es más económico / práctico / cómodo	<i>it's cheaper / more practical /     more convenient</i>
es un buen sitio para pasar la tarde	<i>it's a good place for spending     the afternoon</i>
hay más variedad / demasiada gente	<i>there is more variety /     there are too many people</i>
los precios son más bajos hay más ofertas	<i>the prices are lower     there are more offers</i>
ropa alternativa / de moda	<i>alternative clothing / fashionable clothing</i>
gangas	<i>bargains</i>
artículos de marca	<i>branded items</i>

**Los pros y los contras de la  
ciudad**

***The for and against of living in  
a city***

Lo mejor de vivir en la ciudad	<i>The best thing about living in a city</i>
es que...	<i>is that...</i>
es tan fácil desplazarse	<i>it's so easy to get around</i>
hay una red de transporte público	<i>there is a public transport system</i>
hay tantas diversiones	<i>there are so many things to do</i>
hay muchas posibilidades de trabajo	<i>there are lots of job opportunities</i>
Lo peor es que...	<i>The worst thing is that...</i>
el centro es tan ruidoso	<i>the centre is so noisy</i>
hay tanto tráfico / tantos coches	<i>there is so much traffic / so many cars</i>
se lleva una vida tan frenética	<i>life is so frenetic</i>
la gente no se conoce	<i>people don't know each other</i>
En el campo...	<i>In the countryside...</i>
el transporte público no es fiable	<i>public transport is not reliable</i>
hay bastante desempleo	<i>there is quite a lot of unemployment</i>
no hay tantos atascos como antes	<i>there are not as many traffic jams as before</i>
yo conozco a todos mis vecinos	<i>I know all my neighbours</i>



### **¿Qué harías?**

Introduciría más zonas peatonales.  
Renovaría...  
    algunos edificios antiguos  
    las zonas deterioradas en las afueras  
Mejoraría el sistema de transporte.  
Pondría / Crearía más áreas de ocio.  
Construiría un nuevo centro comercial.  
Invertiría en el turismo rural.  
Controlaría el ruido.

### **What would you do?**

*I would introduce more pedestrian areas.*  
*I would renovate... some old buildings the dilapidated areas on the outskirts I would improve the transport system.*  
*I would put in / create more leisure areas.*  
*I would build a new shopping centre.*  
*I would invest in rural tourism.*  
*I would limit the noise.*

### **Destino Arequipa**

Vi / Vimos lugares interesantes.  
Tuvimos un guía.  
Nos hizo un recorrido.  
Nos ayudó a entender toda la historia  
  
Recorrí a pie el centro histórico.  
Compré tantas cosas.  
Alquilé una bici de montaña.  
Cogí un autobús turístico.  
subimos / bajamos  
Aprendí mucho sobre la cultura.  
Me quedé impresionado con la ciudad.  
Había vistas maravillosas.  
La comida estaba muy buena.  
La gente era abierta.  
Lo que más me gustó fue / fueron...  
¡Fue una experiencia única!  
¡Qué miedo!  
Volveré algún día.  
Aprenderé a hacer surf.  
Trabajaré como voluntario/a.

### **Destination Arequipa**

*I saw / We saw interesting places.*  
*We had a guide.*  
*He/She did a tour for us.*  
*He/She helped us to understand all of the history.*  
*I walked around the historic centre.*  
*I bought so many things.*  
*I hired a mountain bike.*  
*I took a tourist bus.*  
*we went up / we went down*  
*I learned a lot about the culture.*  
*I was really impressed by the city.*  
*There were amazing views.*  
*The food was very good.*  
*The people were open.*  
*What I liked most was / were...*  
*It was a one-off experience!*  
*What a scare!*  
*I will go back one day.*  
*I will learn to surf.*  
*I will work as a volunteer.*



## Appendix 9 Year 11 Module 2

### ¿Te interesa(n)...?

el arte dramático  
 el dibujo  
 el español  
 el inglés  
 la biología  
 la educación física  
 la física  
 la geografía  
 la historia  
 la informática  
 la lengua  
 la química  
 la religión  
 la tecnología  
 los idiomas  
 las empresariales  
 las matemáticas  
 las ciencias  
 la materia / la asignatura  
 me encanta(n) / me chifla(n)  
 me interesa(n) / me fascina(n)  
 me gusta(n) / no me gusta(n)  
 odio  
 prefiero  
 porque es / son  
 Mi día preferido es (el viernes).  
 mi horario  
 ¿Qué día tienes...?  
 Tengo inglés los martes.  
 ¿A qué hora tienes...?  
 a la una / a las dos  
 y / menos cuarto  
 y / menos cinco  
 y media  
 la educación infantil / primaria  
 la educación secundaria

### Are you interested in...?

drama  
 art / drawing  
 Spanish  
 English  
 biology  
 PE  
 physics  
 geography  
 history  
 ICT  
 language  
 chemistry  
 RE  
 technology  
 languages  
 business studies  
 maths  
 science  
 subject  
 I love  
 I'm interested in / fascinated by  
 I like / I don't like  
 I hate  
 I prefer  
 because it is / they are  
 My favourite day is (Friday).  
 my timetable  
 What day do you have...?  
 I have English on Tuesdays.  
 What time do you have...?  
 at one o'clock / at two o'clock  
 quarter past / to  
 five past / to  
 half past  
 pre-school / primary education  
 secondary education



el bachillerato  
la formación profesional  
el instituto

A levels  
vocational training  
secondary school

### ¿Qué tal los estudios?

La física es más / menos ... que...  
Es mejor / peor que...  
tan ... como  
fácil / difícil  
divertido/a / aburrido/a  
útil / relevante / práctico/a  
creativo/a / relajante  
exacto/a / lógico/a / exigente  
Mi profesor(a) (de ciencias) es...  
paciente / impaciente  
tolerante / severo/a  
listo/a / tonto/a  
trabajador(a) / perezoso/a  
simpático/a / estricto/a  
Mi profe...  
enseña / explica bien  
tiene buen sentido del humor  
tiene expectativas altas  
crea un buen ambiente de trabajo  
nunca se enfada  
me hace pensar  
nos da consejos / estrategias  
nos pone muchos deberes  
el curso académico  
las pruebas / las evaluaciones  
suspender / aprobar

### How are your studies?

Physics is more / less ... than...  
It's better / worse than...  
as ... as  
easy / difficult  
fun / boring  
useful / relevant / practical  
creative / relaxing  
precise / logical / demanding  
My (science) teacher is...  
patient / impatient  
tolerant / harsh  
clever / stupid  
hard-working / lazy  
nice / strict  
My teacher...  
teaches / explains well  
has a good sense of humour  
has high expectations  
creates a good working atmosphere  
never gets angry  
makes me think  
gives us advice / strategies  
gives us lots of homework  
academic year  
tests / assessments  
to fail / to pass

### ¿Cómo es tu insti?

En mi instituto hay... /  
Mi instituto tiene...  
un salón de actos  
un comedor  
un campo de fútbol  
un patio  
un gimnasio  
una piscina  
una biblioteca

### What is your school like?

In my school there is... /  
My school has...  
a hall  
a canteen  
a football pitch  
a playground  
a gym  
a pool  
a library



una pista de tenis / atletismo  
unos laboratorios  
muchas aulas  
Lo bueno / malo es que...  
Lo mejor / peor es que...  
Lo que más me gusta es / son ...  
Lo que menos me gusta es / son ...  
no...ningún / ninguna  
ni...ni...  
nada  
nadie  
tampoco  
Mi insti es...  
mixto / femenino / masculino  
público / privado  
pequeño / grande  
moderno / antiguo  
En mi escuela primaria había...  
Mi escuela primaria tenía...  
más / menos...  
exámenes / deberes / alumnos  
muebles / espacios verdes  
tiempo libre  
oportunidades / instalaciones  
pizarras interactivas / clases  
aulas de informática

donde jugar  
poco espacio  
antes / ahora  
El edificio / El colegio /  
El día escolar  
es / era...  
(in)adecuado/a / corto/a /  
largo/a  
Las clases son / eran...  
Instituto de Educación  
Secundaria (IES)

#### Las normas del insti

Tengo que llevar ...  
Tenemos que llevar ...  
(No) Llevo ...

a tennis court / an athletics track  
some laboratories  
lots of classrooms  
The good / bad thing is that...  
The best / worst thing is that...  
What I like most is / are...  
What I like least is / are...  
not a single...  
(n)either...(n)or  
nothing / anything  
no-one / anyone  
not either  
My school is...  
mixed / all girls / all boys  
state / private  
small / large  
modern / old  
In my primary school there was/were...  
My primary school had...  
more / fewer, less  
exams / homework / pupils  
furniture / green spaces  
free time  
opportunities / facilities  
interactive whiteboards /lessons  
ICT romos

somewhere to play  
little space  
before / now  
The building / The school /  
The school day  
is / was...  
(in)adequate / short /  
long  
The lessons are / were  
secondary school

#### School rules

I have to wear ...  
We have to wear ...  
I (don't) wear ...





(No) Llevamos ...	We (don't) wear ...
Es obligatorio llevar	It's compulsory to wear
un jersey (de punto)	a (knitted) sweater
un vestido	a dress
una camisa	a shirt
una camiseta	a T-shirt
una chaqueta (a rayas)	a (striped) jacket
una chaqueta de punto	a cardigan
una corbata	a tie
una falda (a cuadros)	a (checked) skirt
unos pantalones	trousers
unos calcetines	socks
unos zapatos	shoes
unos vaqueros	jeans
unas medias	tights
amarillo/a	yellow
blanco/a	white
negro/a	black
rojo/a	red
morado/a / violeta	purple
naranja	orange
rosa	pink
azul	blue
verde	green
gris	grey
marrón	brown
oscuro / claro	dark / light
a rayas / a cuadros	striped / checked
bonito / feo	pretty / ugly
cómodo / incómodo	comfortable / uncomfortable
anticuado / elegante / formal	old-fashioned / smart / formal
El uniforme...	Uniform...
mejora la disciplina	improves discipline
limita la individualidad	limits individuality
da una imagen positiva del insti	gives a positive image of the school
ahorra tiempo por la mañana	saves time in the morning
Está prohibido...	It is forbidden...
No se permite...	You are not allowed...
No se debe...	You / one must not...
comer chicle	to chew chewing gum
usar el móvil en clase	to use your phone in lessons
dañar las instalaciones	to damage the facilities
ser agresivo o grosero	to be aggressive or rude



correr en los pasillos  
llevar piercings  
Hay que...  
ser puntual  
respetar el turno de palabra  
mantener limpio el patio  
La norma más importante es...  
respetar a los demás  
Las normas son...  
necesarias / demasiado severas  
para fomentar la buena disciplina  
para limitar la libertad de expresión  
para fastidiar a los alumnos  
sacar buenas / malas notas  
Estoy de acuerdo.  
¡Qué va!  
¡Qué horror!  
¡Qué bien!  
Un problema de mi insti es...  
el estrés de los exámenes  
el acoso escolar  
la presión del grupo  
Hay (unos) alumnos que...  
se burlan de otros  
sufren intimidación  
tienen miedo de...  
hacen novillos  
quieren ser parte de la pandilla  
son una mala influencia

#### ¿Cómo es tu día escolar?

normalmente  
Salgo de casa a las...  
Voy...  
a pie / andando  
en bici / en autobús / en coche  
en metro / en taxi / en tren  
Las clases empiezan / terminan  
a las...  
Tenemos ... clases al día.  
Cada clase dura ... minutos  
El recreo / La hora de comer...  
es a la(s)...

to run in the corridors  
to have piercings  
It is necessary...  
to be on time  
to wait for your turn to speak  
to keep the playground clean  
The most important rule is...  
to respect others  
The rules are...  
necessary / too strict  
for promoting good discipline  
for limiting freedom of expression  
for annoying the pupils  
to get good / bad grades  
I agree  
No way!  
How awful!  
How great!  
One problem in my school is...  
exam stress  
bullying  
peer pressure  
There are (some) pupils who...  
make fun of others  
are victims of intimidation  
are afraid of...  
skive  
want to be part of the friendship group  
are a bad influence

#### What is your school day like?

usually  
I leave home at...  
I go...  
on foot / walking  
by bike / by bus / by car  
by underground / by taxi / by train  
Lessons start / finish at ...  
We have ... lessons per day.  
Each lessons lasts ... minutes.  
Break / Lunch is at...



### ¿Qué vas a hacer?

Voy / Vas / Vamos a...  
llegar / salir / estar  
ir en coche / andando

llevar ropa de calle  
ir / comer juntos  
hacer una visita guiada  
ver los edificios  
pasar todo el día en...  
asistir a clases  
practicar el español  
ir de excursión  
tener una programación variada  
Va a...  
ser fácil / guay

### Las actividades extraescolares

Toco la trompeta...  
Canto en el coro...  
Voy al club de...  
Soy miembro del club de...  
ajedrez / judo / teatro / periodismo  
lectores / Ecoescuela / fotografía  
desde hace ... años / meses  
Para mí...  
Pienso que / Creo que...  
las actividades extraescolares son...  
muy divertidas  
algo diferente / un éxito  
te ayudan a...  
olvidar las presiones del colegio  
desarrollar tus talentos  
hacer nuevos amigos  
te dan...  
una sensación de logro  
más confianza  
la oportunidad de ser creativo/a  
la oportunidad de expresarte  
El año / trimestre / verano pasado...

### What are you going to do?

I'm going / You're going / We're going to...  
arrive / go out / be  
go by car / walk

wear casual clothes / non-uniform  
go / eat together  
do a guided tour  
see the buildings  
spend the whole day in...  
attend lessons  
practise Spanish  
go on a trip  
have a varied programme  
It's going to...  
be easy / cool

### Extra-curricular activities

I play / I've been playing the trumpet...  
I sing / I've been singing in the choir...  
I go / I've been going to the ... club  
I am / I've been a member of the ... club  
chess / judo / drama / reporters  
reading / eco-schools / photography  
for ... years / months  
For me...  
I think that...  
extra-curricular activities are  
a lot of fun  
something different / an achievement  
they help you to...  
forget the pressures of school  
develop your talents  
make new friends  
they give you...  
a sense of achievement  
more confidence  
the opportunity to be creative  
the opportunity to express yourself  
Last year / term / summer...



participé en un evento especial /  
un concierto / un concurso /  
un torneo  
gané un trofeo  
toqué un solo  
conseguimos la clasificación  
como...  
tuvimos una charla  
ganamos una competición nacional  
dimos un concierto  
¡Fue un éxito!  
Este trimestre / El próximo trimestre...  
voy a  
aprender a ...  
continuar con...  
dejarlo  
apuntarme al club de...  
vamos a...  
montar una obra de teatro

I took part in a special event /  
a concert / a competition /  
a tournament  
I won a trophy  
I played a solo  
we achieved the award / designation  
as...  
we had a talk / presentation  
we won a national competition  
we gave a concert  
It was a success!  
This term / Next term  
I'm going to...  
learn to ...  
continue with...  
stop doing it  
sign up for the ... club  
we are going to...  
put on a play



## Appendix 10 Year 11 Module 8

### ¿Cómo es tu casa?

Vivo en...

un bloque de pisos

una casa individual

una casa adosada

una residencia de ancianos

una finca / granja

Alquilamos una casa amueblada.

Está en...

un barrio de la ciudad

las afueras

el campo

la costa

la montaña / sierra

el cuarto piso de un edificio antiguo

Mi apartamento / piso tiene...

tres dormitorios

dos cuartos de baño

una cocina amplia y bien equipada

un comedor recién renovado

un estudio

un aseo

un sótano

un salón

una mesa

### What is your house like?

I live in...

a block of flats

a detached house

a semi-detached / terraced house

an old people's home

a farmhouse

We rent a furnished house.

It is in / on...

a district / suburb of the city / town  
the outskirts

the country

the coast

the mountains

the fourth floor of an old building

My apartment / flat has...

three bedrooms

two bathrooms

a spacious, well-equipped kitchen

a recently refurbished dining room

a study

a toilet

a basement / cellar

a living room

a table



unas sillas  
Mi casa ideal sería...  
Tendría...  
una piscina climatizada  
mi propio cine en casa  
una sala de fiestas  
Cambiaría los muebles.  
Pintaría ... de otro color.

some chairs  
My ideal house would be...  
It would have...  
a heated swimming pool  
my own home cinema  
a party room  
I would change the furniture.  
I would paint ... another colour.

**¿Cómo se debería cuidar  
el medio ambiente en casa?**

Para cuidar el medio ambiente  
se debería...  
apagar la luz  
 ducharse en vez de bañarse  
separar la basura  
reciclar el plástico y el vidrio  
desenchufar los aparatos eléctricos  
ahorrar energía  
cerrar el grifo  
hacer todo lo posible  
no se debería...  
malgastar el agua  
usar bolsas de plástico

**How should you look after  
the environment at home?**

To care for the environment  
you / one should...  
turn off the light  
have a shower instead of taking a bath  
separate the rubbish  
recycle plastic and glass  
unplug electric appliances  
save energy  
turn off the tap  
do everything possible  
you / one should not...  
waste water  
use plastic bags

**¿Cuáles son los problemas  
globales más serios hoy en día?**

Me preocupa(n)...  
el paro / desempleo  
el hambre / la pobreza  
la deforestación  
la diferencia entre ricos y pobres  
la drogadicción / la salud /  
la obesidad  
la crisis económica  
los problemas del medio ambiente  
los sin hogar / techo  
los animales en peligro de extinción  
Es necesario / esencial que...

**What are the most serious  
global issues today?**

I am worried about...  
unemployment  
hunger / poverty  
deforestation  
the difference between rich and poor  
drug addiction / health /  
obesity  
the economic crisis  
environmental problems  
the homeless  
animals in danger of extinction  
It's necessary / essential that (we)...



cuidemos el planeta  
hagamos proyectos de conservación  
compremos / usemos  
productos verdes / de comercio justo  
apoyemos proyectos de ayuda  
creemos oportunidades de trabajo  
ayudemos a evitar el consumo  
de sustancias perjudiciales  
ahorremos agua  
construyamos más casas  
cambemos la ley  
consumamos menos  
hagamos campañas publicitarias  
recaudemos dinero  
para organizaciones de caridad  
en el tercer mundo  
No es justo / Es terrible que haya...  
tanta desigualdad social /  
contaminación  
tanta gente sin trabajo y  
sin techo  
tanta gente obesa y tantos  
drogadictos

### **¡Actúa localmente!**

Hay demasiada...  
basura en las calles  
gente sin espacio para vivir  
destrucción de los bosques  
polución de los mares y ríos  
El aire está contaminado.  
Los combustibles fósiles se acaban.  
No corte tantos árboles.  
No vaya en coche si es posible ir a pie.  
No tire basura al suelo.  
No malgaste energía.  
No construya tantas casas grandes.  
No eche tantos desechos químicos.  
Plante más bosques y selvas.  
Reduzca las emisiones de los vehículos.  
Recicle el papel, el vidrio y el plástico.

Use energías renovables.

look after the planet  
do conservation projects  
buy / use  
green / fairtrade products  
support aid projects  
create job opportunities  
help to avoid the consumption  
of harmful substances  
save water  
build more houses  
change the law  
consume less  
carry out publicity campaigns  
raise money  
for charities in the third world

It's not fair / terrible that there is...  
so much social inequality / pollution

so many people out of work and  
homeless  
so many obese people and so many  
drug addicts

### **Act locally!**

There is / are too much / many...  
rubbish on the streets  
people with nowhere to live  
destruction of woodland / forest  
pollution of seas and rivers  
The air is polluted.  
Fossil fuels are running out.  
Don't cut down so many trees.  
Don't go by car if it's possible to walk.  
Don't throw rubbish onto the ground.  
Don't waste energy.  
Don't build so many large houses.  
Don't release so much chemical waste.  
Plant more woods and forests.  
Reduce vehicle emissions.  
Recycle paper, glass and plastic.

Use renewable energy.



Diseñe casas más pequeñas.  
Introduzca leyes más estrictas.  
llevar una vida más verde  
salvar el planeta  
reducir la huella de carbono  
ecológico/a  
el techo  
el agua de lluvia  
el domicilio  
los recursos naturales  
los paneles solares  
la arena  
los (eco-)ladrillos  
una fábrica  
mudarse (de casa)

#### **Una dieta sana**

los alimentos  
lácteos  
carne, pescados y huevos  
frutas y verduras  
cereales  
fideos  
grasas  
dulces  
legumbres  
frutos secos  
los nutrientes  
proteínas  
minerales  
grasa  
sal  
vitaminas  
azúcar  
gluten  
el sabor  
vegetariano / vegano  
saludable / sano / malsano  
(No) Tengo hambre / sed / sueño.  
tiempo para cocinar  
contiene / contienen  
La fibra...  
protege contra el cáncer

Design smaller houses.  
Introduce stricter laws.  
(to) live a greener life  
(to) save the planet  
(to) reduce your carbon footprint  
environmentally-friendly  
roof  
rain water  
home  
natural resources  
solar panels  
sand  
(eco-)bricks  
a factory  
(to) move house

#### **A healthy diet**

foods  
milk products  
meat, fish and eggs  
fruit and vegetables  
cereals  
noodles  
fats  
sugars / sweet things  
pulses  
nuts and dried fruit  
nutrients  
proteins  
minerals  
fat  
salt  
vitamins  
sugar  
gluten  
taste  
vegetarian / vegan  
healthy / healthy / unhealthy  
I am (not) hungry / thirsty / tired.  
time to cook  
it contains / they contain  
Fibre...  
protects against cancer





combate la obesidad  
reduce el riesgo de enfermedades  
evitar comer / beber...  
cambiar mi dieta  
llevar una dieta equilibrada  
preparar con ingredientes frescos  
engordar  
saltarse el desayuno  
practicar más deporte

combats obesity  
reduces the risk of diseases  
avoid eating / drinking...  
change my diet  
have a balanced diet  
prepare with fresh ingredients  
to put on weight  
to skip breakfast  
to do more sport

### ¡Vivir a tope!

Beber alcohol...  
Fumar cigarrillos / porros...  
Tomar drogas blandas / duras...  
Es / No es...  
ilegal / peligroso  
un malgasto de dinero  
una tontería / un problema serio  
un vicio muy caro  
muy perjudicial para la salud  
tan malo  
provoca mal aliento  
daña los pulmones  
mancha los dientes de amarillo  
causa el fracaso escolar / depresión  
produce una fuerte dependencia  
física  
tiene muchos riesgos  
afecta a tu capacidad para tomar  
decisiones  
te relaja / te quita el estrés  
te quita el sueño / control  
te hace sentir bien / más adulto  
Es fácil engancharse.  
¡Qué asco!  
Cedí ante la presión de grupo.  
Caí en el hábito de...  
Empecé a...  
Perdí peso.  
No puedo parar.  
Ya he empezado a...

### Live life to the full

To drink / Drinking alcohol...  
To smoke / Smoking cigarettes / joints...  
To take / Taking soft / hard drugs...  
It is / isn't...  
illegal / dangerous  
a waste of money  
stupid / a serious problem  
an expensive habit  
very damaging to your health  
as bad  
causes bad breath  
damages the lungs  
stains your teeth yellow  
causes failure at school / depression  
produces a strong, physical  
dependence  
has many risks  
affects your capacity to make  
decisions  
relaxes you / relieves stress  
robs you of sleep / self-control  
makes you feel good / more adult  
It is easy to get hooked.  
How disgusting!  
I gave in to peer pressure.  
I fell into the habit of...  
I started to...  
I lost weight.  
I can't stop.  
I've already started to...



Todavía no he dejado de...  
A partir de ahora intentaré...

I still haven't given up...  
From now on I will try to...

**¡El deporte nos une!**

**Sport unites us!**

¿Para qué sirven...?  
los eventos deportivos internacionales  
los grandes acontecimientos deportivos  
los Juegos Paralímpicos / Olímpicos  
la Copa Mundial del Fútbol t  
Sirven para...  
    promover...  
        la participación en el deporte  
el espíritu de solidaridad  
regenerar los centros urbanos  
elevar el orgullo nacional  
transmitir los valores de respeto y disciplina  
unir a la gente  
dar un impulso económico  
inspirar a la gente  
Una / Otra desventaja es...  
el riesgo de ataques terroristas  
el tráfico  
el dopaje  
la deuda  
el coste de organización de la seguridad  
la ciudad anfitriona  
el voluntariado  
Solicité un trabajo voluntario porque...  
(Nunca) Había sido...  
Antes ya había trabajado como...

What are...for?  
international sporting events  
  
big sporting events  
the Paralympics / Olympics  
he Football World Cup  
They serve to...  
    promote / foster / encourage...  
        participation in sport  
team spirit  
regenerate city centres  
    increase national pride  
convey / instil the values of respect and discipline  
unite people  
give a boost to the economy  
inspire people  
A / Another disadvantage is...  
the risk of terrorist attacks  
the traffic  
doping  
the debt  
the cost of organising the security  
  
the host city  
volunteering  
I applied for a volunteering job because...  
I had (never) been...  
Previously I had already worked as...

**¡Apúntate!**

**Sign up!**

¿Qué estabas haciendo?  
Estaba / Estábamos / Estaban...  
ensayando  
nevando

What were you doing?  
I/He/She/It was / We were / They were...  
    rehearsing  
    snowing



entrando en casa	coming into the house
durmiendo	sleeping
conduciendo por la ciudad	driving through the city
leyendo	reading
volando por el aire	flying through the air
Se estaba convirtiendo en un río.	It was turning into a river.
Se estaba moviendo.	It was moving.
a mi alrededor	around me
Se estaban cayendo.	They were falling.
¿Cómo te enteraste del/de la/ de las...?	How did you find out about the...?
temblor	tremor
incendio forestal	forest fire
huracán	hurricane
tornado	tornado
terremoto	earthquake
tormenta de nieve	snow storm
acción humanitaria	humanitarian campaign
inundaciones	floods
Estaba...	I / He/She was...
mirando/viendo las noticias / la tele	watching the news / the TV
buscando informaciones en línea	looking for information online
charlando con un amigo / una amiga	chatting with a friend
leyendo un post en Facebook	reading a Facebook post
cuando...	when...
encontré un reportaje / un artículo	I found a report / an article
recibí un SMS	I received a text message
(lo) vi en las noticias	I saw (it) on the news
mi novio me llamó / me contó la historia	my boyfriend called me / told me the story
una organización de servicio voluntario	a voluntary organisation
una campaña para las víctimas	a campaign for the victims
una caja de supervivencia	a survival box
Decidí apuntarme.	I decided to sign up.
recaudar fondos / solicitar donativos	to raise funds / ask for donations
organizamos algunos eventos	we organised some events
un concierto / un espectáculo de baile	a concert / a dance show
una carrera de bici apadrinada	a sponsored bike race
una venta de pasteles	a cake sale
ser solidario	showing solidarity / supporting...
Te hace sentir más conectado con los demás.	Makes you feel more connected to others.



## Appendix 11 Year 11 Module 7

Soy... / Es...  
Me gustaría ser...  
abogado/a  
albañil  
amo/a de casa  
azafato/a  
bailarín(a)  
bombero/a  
camarero/a  
cantante  
cocinero/a  
contable  
dependiente/a  
diseñador(a)  
electricista

*I am... / He/She is...  
I would like to be...  
lawyer  
bricklayer / builder  
housewife / househusband  
flight attendant  
dancer  
firefighter  
waiter / waitress  
singer  
cook  
accountant  
shop assistant  
designer  
electrician*



enfermero/a	<i>nurse</i>
escritor(a)	<i>writer</i>
fontanero/a	<i>plumber</i>
fotógrafo/a	<i>photographer</i>
funcionario/a	<i>civil servant</i>
guía turístico/a	<i>tour guide</i>
ingeniero/a	<i>engineer</i>
jardinero/a	<i>gardener</i>
mecánico/a	<i>mechanic</i>
médico/a	<i>doctor</i>
músico/a	<i>musician</i>
peluquero/a	<i>hairdresser</i>
periodista	<i>journalist</i>
policía	<i>police officer</i>
profesor(a)	<i>teacher</i>
recepcionista	<i>receptionist</i>
socorrista	<i>lifeguard</i>
soldado	<i>soldier</i>
veterinario/a	<i>vet</i>
Es un trabajo...	<i>It's a ... job</i>
artístico / emocionante	<i>artistic / exciting</i>
exigente / importante	<i>demanding / important</i>
fácil / difícil	<i>easy / difficult</i>
manual / monótono	<i>manual / monotonous</i>
variado / repetitivo	<i>varied / repetitive</i>
con responsabilidad	<i>with responsibility</i>
con buenas perspectivas	<i>with good prospects</i>
con un buen sueldo	<i>with a good salary</i>
Tengo que... / Suelo...	<i>I have to... / I tend to...</i>
cuidar a los clientes / pacientes / pasajeros	<i>look after the customers / patients / passengers</i>
contestar llamadas telefónicas	<i>answer telephone calls</i>
cuidar las plantas y las flores	<i>look after the plants and flowers</i>
enseñar / vigilar a los niños	<i>teach / supervise the children</i>
hacer entrevistas	<i>do interviews</i>
preparar platos distintos	<i>prepare different dishes</i>
reparar coches	<i>repair cars</i>
servir comida y bebida	<i>serve food and drink</i>
trabajar en un taller / en un hospital / en una tienda / a bordo de un avión	<i>work in a workshop / in a hospital / in a shop / aboard a plane</i>
vender ropa de marca	<i>sell designer clothing</i>
viajar por todo el mundo	<i>travel the world</i>

**¿Qué tipo de persona eres?**

***What type of person are you?***



Creo que soy...  
ambicioso/a  
comprensivo/a  
creativo/a  
extrovertido/a  
fuerte  
inteligente  
organizado/a  
paciente  
práctico/a  
serio/a  
trabajador(a)  
valiente

*I think I'm...*  
*ambitious*  
*understanding*  
*creative*  
*extroverted / outgoing*  
*strong*  
*intelligent*  
*organised*  
*patient*  
*practical*  
*serious*  
*hardworking*  
*brave*

### **¿Qué haces para ganar dinero?**

¿Tienes un trabajo a tiempo parcial?  
Reparto periódicos.  
Hago de canguro.  
Trabajo de cajero/a.  
Ayudo con las tareas domésticas.  
Cocino.  
Lavo los platos.  
Paso la aspiradora.  
Plancho la ropa.  
Pongo y quito la mesa.  
Paseo al perro.  
Corto el césped.  
Lo hago...  
los sábados  
antes / después del insti  
cuando necesito dinero  
cuando mi madre está trabajando  
cuando me necesitan  
cada mañana  
una vez / dos veces a la semana  
Gano ... euros / libras a la hora /  
al día / a la semana.  
Me llevo bien con mis compañeros.  
Mi jefe/a es amable.  
El horario es flexible.

### **What do you do to earn money?**

*Do you have a part-time job?*  
*I deliver newspapers.*  
*I babysit.*  
*I work as a cashier.*  
*I help with the housework.*  
*I cook.*  
*I wash the dishes.*  
*I do the vacuuming.*  
*I iron the clothes.*  
*I lay and clear the table.*  
*I walk the dog.*  
*I cut the lawn.*  
*I do it...*  
*on Saturdays*  
*before / after school*  
*when I need money*  
*when my mum is working*  
*when they need me*  
*each / every morning*  
*once / twice a week*  
*I earn ... euros / pounds per hour /*  
*day / week.*  
*I get on well with my colleagues.*  
*My boss is nice.*  
*The hours are flexible.*

### **Mis prácticas laborales**

### **Work experience**



Hice mis prácticas laborales en...  
Pasé quince días trabajando en...  
un polideportivo  
una agencia de viajes / una granja  
una escuela / una oficina  
una fábrica de juguetes  
una tienda benéfica / solidaria  
la empresa de mi madre  
El primer / último día conocí a /  
llegué...  
Cada día / Todos los días...  
archivaba documentos  
ayudaba...  
cogía el autobús / el metro  
empezaba / terminaba a las ...  
hacía una variedad de tareas  
iba en transporte público  
llevaba ropa elegante  
ponía folletos en los estantes  
sacaba fotocopias  
Mi jefe/a era...  
Mis compañeros eran...  
Los clientes eran...  
alegre(s)  
(des)agradable(s)  
(mal) educado/a(s)  
El trabajo era duro.  
Aprendí...  
muchas nuevas habilidades  
a trabajar en equipo  
a usar...  
No aprendí nada nuevo.

*I did my work experience in...  
I spent a fortnight working in...  
a sports centre  
a travel agency / a farm  
a school / an office  
a toy factory  
a charity shop  
my mum's company  
On the first / last day I met / I arrived...  
  
Each / Every day...  
I filed documents  
I helped...  
I caught the bus / underground  
I started / finished at...  
I did a variety of tasks  
I went by public transport  
I wore smart clothes  
I put brochures on the shelves  
I did photocopying  
My boss was...  
My colleagues were...  
The customers were ...  
cheerful  
(un)pleasant  
polite (rude)  
The job was hard.  
I learned  
lots of new skills  
to work in a team  
to use...  
I didn't learn anything new.*

#### **¿Por qué aprender idiomas?**

Aumenta tu confianza.  
Estimula el cerebro.  
Mejora tus perspectivas laborales.  
Te abre la mente.  
Te hace parecer más atractivo.  
Te ayuda a...  
Te permite...  
apreciar la vida cultural de otros  
países

#### **Why learn languages?**

*It increases your confidence.  
It stimulates the brain.  
It improves your job prospects.  
It opens your mind.  
It makes you appear more attractive.  
It helps you to...  
It allows you to...  
appreciate the cultural life of other  
countries*



conocer a mucha gente distinta  
conocer nuevos sitios  
encontrar un trabajo  
descubrir nuevas culturas  
establecer buenas relaciones  
hacer nuevos amigos  
mejorar tu lengua materna  
solucionar problemas  
trabajar o estudiar en el extranjero  
Me hace falta saber hablar  
idiomas extranjeros.  
(No) Domino el inglés.  
Hablo un poco de ruso.

*meet lots of different people*  
*get to know new places*  
*find a job*  
*discover new cultures*  
*establish good relationships*  
*make new friends*  
*improve your first language*  
*solve problems*  
*work or study abroad*  
*I need to know how to speak*  
*foreign languages.*  
*I (don't) speak English fluently.*  
*I speak a bit of Russian.*

#### **Solicitando un trabajo**

Se busca / Se requiere...  
(No) Hace falta experiencia.  
Muy señor mío  
Le escribo para solicitar el puesto de...  
Le adjunto mi currículum vitae.  
Le agradezco su amable atención.  
Atentamente  
Me apetece trabajar en...  
(No) Tengo experiencia previa.  
He estudiado / trabajado...  
He hecho un curso de...  
Tengo...  
buen sentido del humor  
buenas capacidades de comunicación /  
resolución de problemas  
buenas habilidades lingüísticas

***Applying for a job***  
  
*... required.*  
*Experience (not) needed.*  
*Dear Sir*  
*I'm writing to apply for the post of...*  
*I'm enclosing my CV.*  
*Thank you for your kind attention.*  
*Yours sincerely/faithfully*  
*Working in... appeals to me.*  
*I (don't) have previous experience.*  
*I've studied / worked...*  
*I've done a course in...*  
*I have...*  
*a good sense of humour*  
*good communication /*  
*problem-solving skills*  
*good language skills*

#### **Un año sabático**

Si pudiera tomarme un año sabático...  
Si tuviera bastante dinero...  
apoyaría un proyecto  
medioambiental  
aprendería a esquiar

***A gap year***  
  
*If I could take a gap year...*  
*If I had enough money...*  
*I would support an environmental*  
*project*  
*I would learn to ski*





ayudaría a construir un colegio  
buscaría un trabajo  
enseñaría inglés  
ganaría mucho dinero  
haría un viaje en Interrail  
iría a España, donde...  
mejoraría mi nivel de español  
nunca olvidaría la experiencia  
pasaría un año en...  
trabajaría en un orfanato  
viajaría con mochila por el mundo

*I would help to build a school*  
*I would look for a job*  
*I would teach English*  
*I would earn a lot of money*  
*I would go Interrailing*  
*I would go to Spain, where...*  
*I would improve my level of Spanish*  
*I would never forget the experience*  
*I would spend a year in...*  
*I would work in an orphanage*  
*I would go backpacking around the world*

### ¿Cómo viajarías?

Cogería el / Viajaría en autobús /  
autocar / avión / tren.  
Es más barato / cómodo /  
rápido.  
Puedes...  
ver vídeos mientras viajas  
dejar tu maleta en la consigna

### How would you travel?

*I would catch the / travel by bus /  
coach / plane / train.*  
*It's cheaper / more comfortable /  
quicker.*  
*You can...*  
*watch videos whilst you travel*  
*leave your suitcase in the left-luggage*  
*office*

Hay muchos / pocos atascos /  
retrasos...  
en las autopistas / las carreteras  
Los billetes son carísimos.  
Los conductores están en huelga.  
Odio esperar en la parada de  
autobús.  
Tengo miedo a volar.

*There are lots of / few traffic jams /  
delays...*  
*on the motorways / roads*  
*The tickets are extremely expensive.*  
*The drivers are on strike.*  
*I hate waiting at the bus stop.*  
*I'm scared of flying.*

### Viajando en tren

El tren con destino a...  
efectuará su salida...  
de la vía / del andén dos  
el (tren) AVE  
la taquilla  
Quisiera un billete de ida a...  
Quisiera un billete de ida y vuelta a...  
¿De qué andén sale?  
¿A qué hora sale / llega?  
¿Es directo o hay que cambiar?

### Travelling by train

*The train to...*  
*will leave / depart...*  
*from platform two*  
*high-speed train*  
*the ticket office*  
*I would like a single ticket to...*  
*I would like a return ticket to...*  
*From which platform does it leave?*  
*What time does it leave / arrive?*  
*Is it direct or do I have to change?*



### **El futuro**

Me interesa(n)..  
Me importa(n)..  
Me preocupa(n)..  
el desempleo / el paro  
el dinero / el éxito  
el fracaso / el matrimonio  
la responsabilidad  
la independencia / la pobreza  
los niños / las notas  
Espero..  
Me gustaría ...  
Pienso..  
Quiero..  
Tengo la intención de..  
Voy a..  
aprender a conducir  
aprobar mis exámenes  
casarme  
conseguir un buen empleo/trabajo  
estudiar una carrera universitaria  
montar mi propio negocio  
sacar buenas notas  
ser feliz  
tener hijos  
trabajar como voluntario/a  
Cuando..  
gane bastante dinero..  
me enamore..  
sea mayor..  
tenga ... años..  
vaya a la universidad..  
termine este curso /  
el bachillerato / la formación  
profesional / la licenciatura..  
buscaré un trabajo  
compartiré piso con..  
compraré un coche / una casa  
iré a otro insti / a la universidad  
me casaré  
me iré de casa  
seguiré estudiando en mi insti

### **The future**

...interest(s) me.  
...matter(s) to me.  
...worry/worries me.  
unemployment  
money / success  
failure / marriage  
responsibility  
independence / poverty  
children / marks  
I hope to...  
I would like to...  
I plan to/intend to...  
I want to...  
I intend to...  
I am going to...  
learn to drive  
pass my exams  
get married  
get a good job  
study a university course  
set up my own business  
get good marks  
be happy  
have children  
work as a volunteer  
When...  
I earn enough money...  
I fall in love...  
I'm older...  
I'm ... years old...  
I go to university...  
I finish this course /  
my A Levels / my vocational course /  
my degree  
I will look for a job  
I will share a flat with...  
I will buy a car / house  
I will go to another school / to university  
I will get married  
I will leave home  
I will carry on studying at my school



**ST JOSEPH**  
Catholic Multi Academy Trust

seré famoso/a  
me tomaré un año sabático  
trabajaré como...

*I will be famous*  
*I will take a gap year*  
*I will work as...*