



ST JOSEPH
Catholic Multi Academy Trust

St Augustine Catholic Academy

MFL Long-Term Plan

2023-2024

September 2023

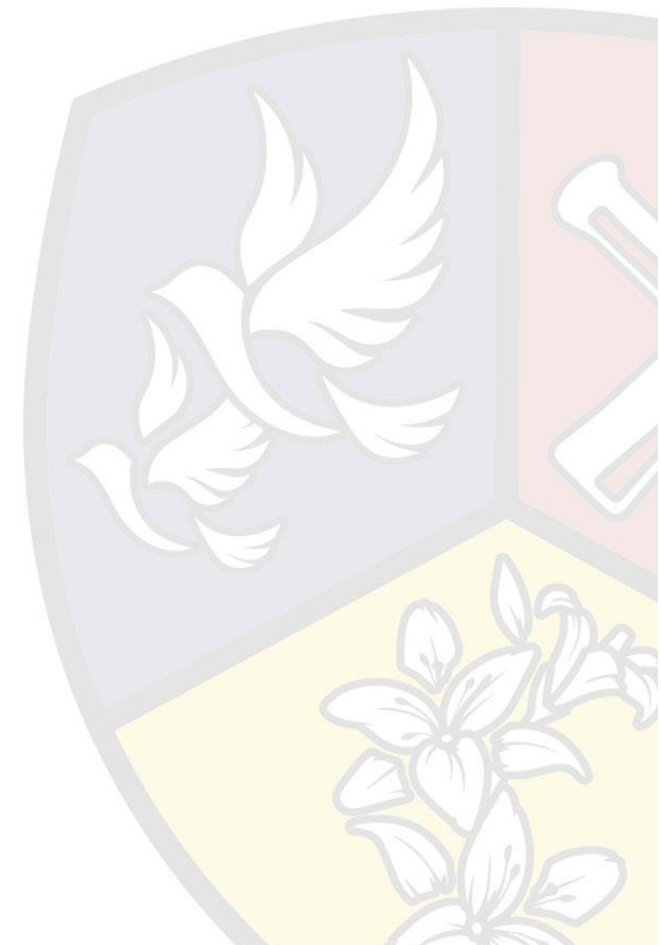
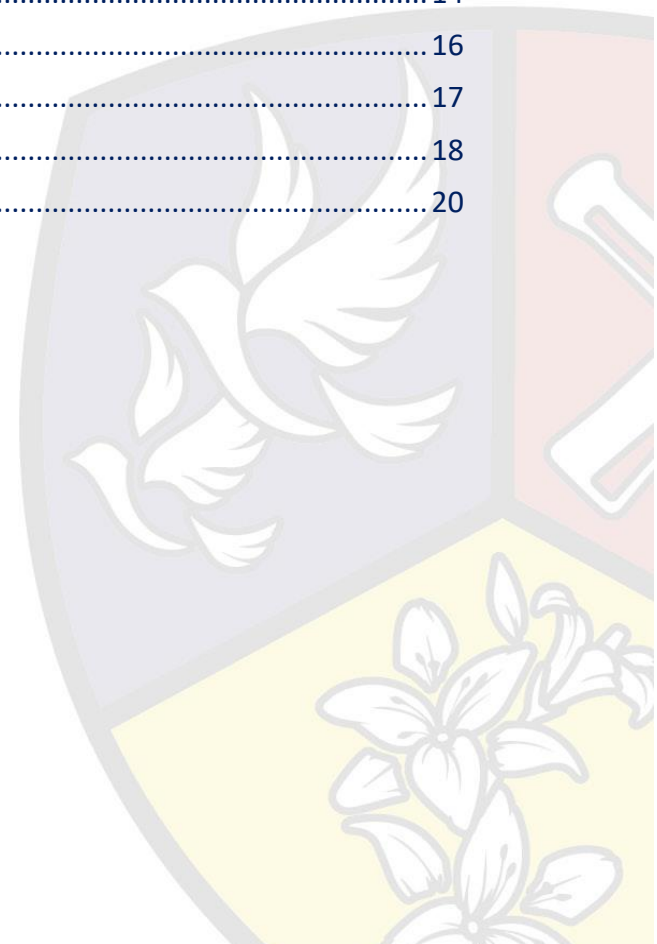




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MFL Intent

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**

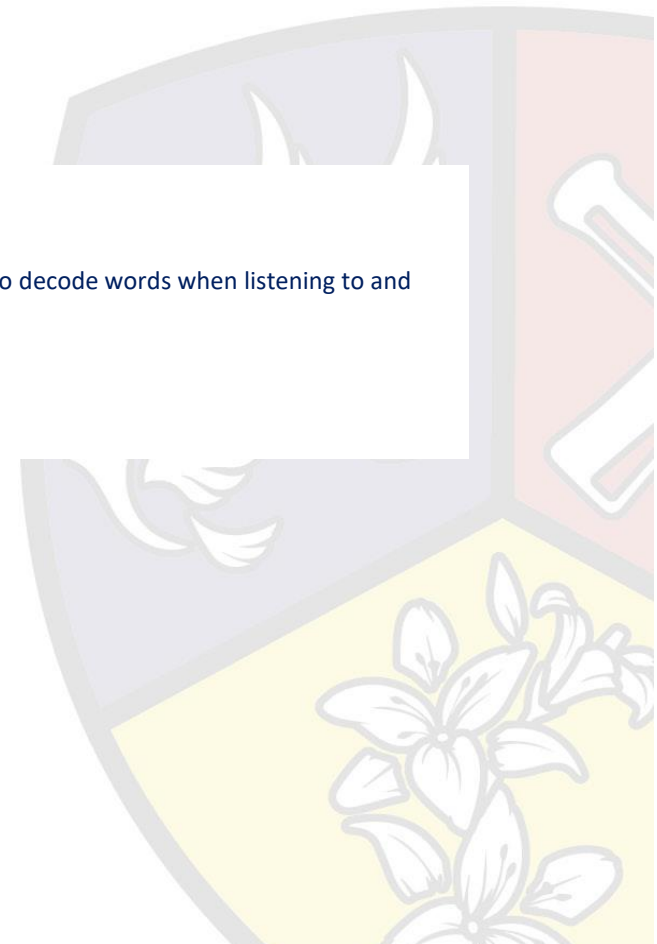
Knowledge and practice of key verbs, tenses, nouns, adjectives and word order.

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 Giving an account of a holiday using three tenses together	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



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 length, 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 1 / 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>Grammar</p> <p>Essential verbs ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation -AR verbs in the present (1st, 2nd, 3rd persons singular)</p> <p>Phonics</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 'cue/cua/cui' Learn soft 'ce/ci'</p> <p>Term 1 vocab list</p>	<p>Grammar</p> <p>Using 'no' to make a verb negative HAY (vs 'TIENE') son [SER], adjective (number, agreement with -s in relation to the verb) Singular definite articles - el & la Plural definite articles - los & las DAR (to give, giving) - doy, das, da (plus noun) Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun)</p> <p>Phonics</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>Grammar</p> <p>Adjective agreement (-o, -a, number) tenemos, tienen [TENER] Adjective position WH questions HACER (to do, make) (1st, 2nd and 3rd persons singular)</p> <p>Phonics</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, tienen, están, está + location) Question words Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to locations and family members.			

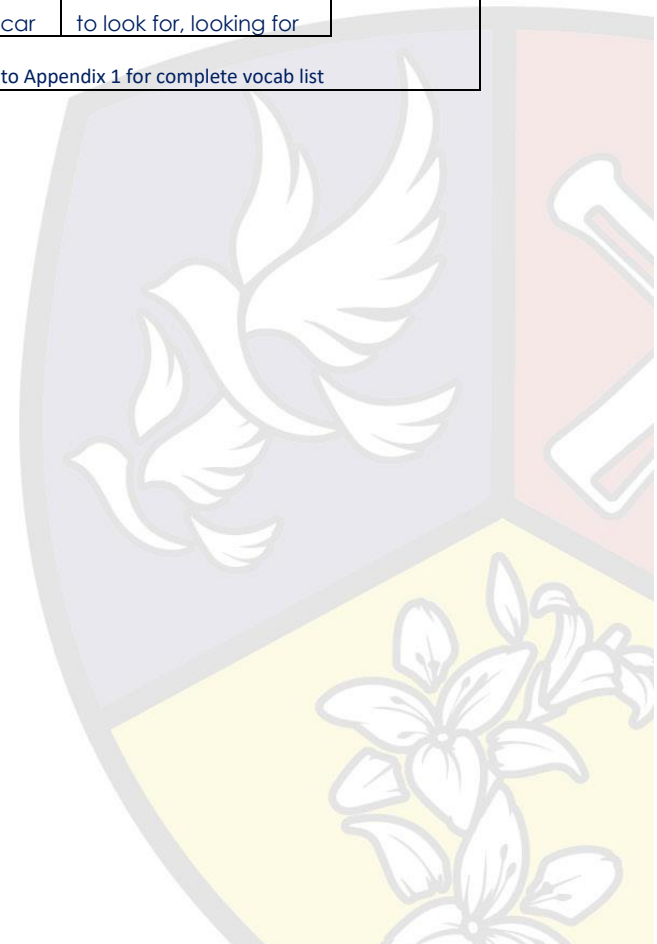


Spanish	English	Spanish	English	Spanish	English
estar	to be, being (location/state)	entiendo	I understand	saber	to know, knowing
estoy	I am (location/state)	estudiar	to study	pasar	to pass
estás	you are (location/state)	caminar	to walk, walking	hacer	to do, to make
está	s/he is, it is (location/state)	hay	there is, there are	hago	I do, I make
ser	to be, being (permanent)	mirar	to look at	haces	you do, you make
soy	I am (permanent)	son	they are (permanent)	hace	s/he does, s/he makes
eres	you are (permanent)	dar	to give, giving	pasar ²	to pass, to spend (time)
es	s/he is, it is (permanent)	doy	I give	llevar ²	to wear, to carry
marca	mark	das	you give	trabajar	to work, working
tiene	you have (singular)	da	s/he gives, it gives	buscar	to look for, looking for

Refer to Appendix 1 for complete vocab list

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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>Grammar</p> <p>AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están [ESTAR] de + el → del vs de la somos, son [SER]</p> <p>Phonics</p> <p>Revisit 'l' vs 'll' Revisit hard 'ca/co/cu' Revisit 'cu' + vowel 'cua/cui' Revisit soft 'ce/ci'</p>	<p>Grammar</p> <p>AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions</p> <p>Phonics</p> <p>Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j'</p>	<p>Grammar</p> <p>Revisit --AR, ER, -IR verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural)</p> <p>Phonics</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 Languagenut for each week of the Y8 course.</p> <table border="1" data-bbox="450 403 925 882"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr><td>pasar²</td><td>to pass, to spend (time)</td></tr> <tr><td>llevar²</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 ²	to pass, to spend (time)	llevar ²	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 (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) Mixed word class vocabulary sets (average 10 words per week) on Memrise and Languagenut for each week of the Y8 course.</p> <table border="1" data-bbox="1021 403 1509 882"> <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 Languagenut for each week of the Y8 course.</p> <table border="1" data-bbox="1543 403 1935 882"> <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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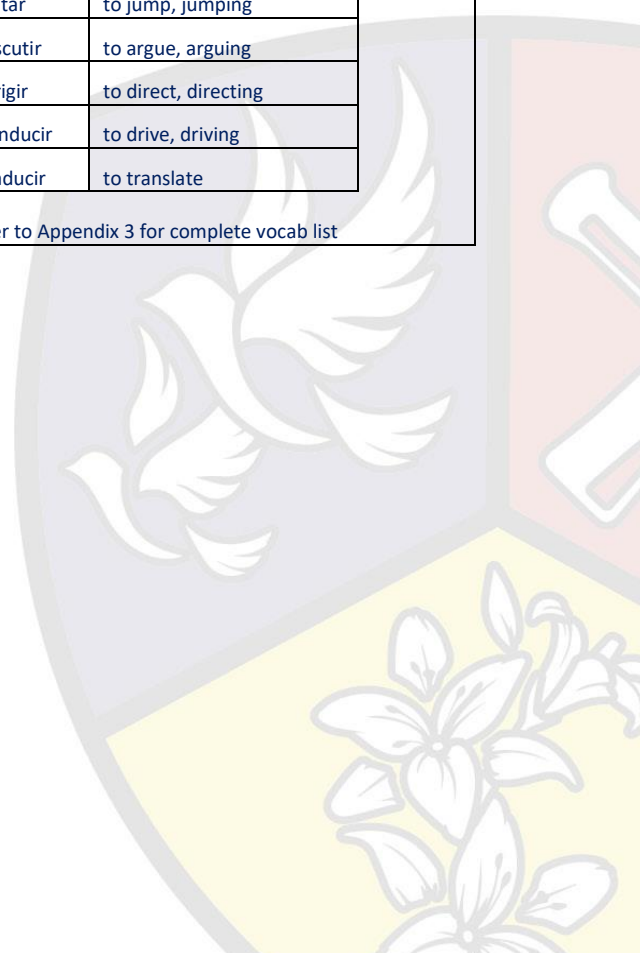


Year 9 MFL LTP

	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>Grammar</p> <p>OVS word order Direct object pronouns 'lo', 'la' Indirect object pronouns (me, te, le) Gustar-type verbs</p> <p>Phonics</p> <p>Contrast [n] and [ɲ] Revisit [v] and [b] Revisit [r] and [rr], including the pronunciation of [r] in word-initial position Revisit silent [h]</p>		<p>Grammar</p> <p>Revisit SER (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' HACER in past (preterite) in singular persons IR in past (preterite) in singular persons</p> <p>Phonics</p> <p>Spelling changes with –ar verbs in 1st 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>Grammar</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 IR [revisited]</p> <p>Phonics</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="450 352 994 831"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>dejar²</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 ²	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 352 1469 831"> <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="1547 352 1944 831"> <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>levantar²</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 ²	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

Which exam board have you chosen and why?

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.

What is the rationale for the sequence of your KS4 curriculum?

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.

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).

Year 10 we assess 60% end of year, 75% in November and 100% in March mocks.

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?

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.

How does your KS4 curriculum prepare students to be successful at KS5?

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.

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

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.

What cultural capital do students acquire from learning your curriculum?

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.



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



	<p>Spanish</p> <p>Mi madre / padre me da...</p> <p>Gasto mi paga en...</p> <p>También compro...</p> <p>saldo para el móvil</p> <p>Mientras desayuno / como...</p> <p>juego al billar / fútbolín</p> <p>monto en bici / monopatín</p> <p>quedo con mis amigos</p> <p>voy de compras</p> <p>Suelo...</p> <p>descansar</p> <p>escuchar música / la radio</p> <p>Refer to Appendix 4 for complete vocab list</p>	<p>Spanish</p> <p>Uso ... para...</p> <p>ver mis series favoritas</p> <p>organizar las salidas</p> <p>controlar mi actividad física /</p> <p>contactar con mi familia</p> <p>chatear con mis amigos</p> <p>La tengo desde hace ... meses.</p> <p>Es una aplicación buena para...</p> <p>buscar y descargar música</p> <p>pasar el tiempo / el rato</p> <p>Refer to Appendix 5 for complete vocab list</p>	<p>Spanish</p> <p>chateo en la red</p> <p>cocino para mi familia</p> <p>descargo canciones</p> <p>escribo correos</p> <p>hago vela</p> <p>hago una barbacoa</p> <p>juego al baloncesto/fútbol</p> <p>monto a caballo/en bici</p> <p>nado en el mar</p> <p>salgo con mis amigos/as</p> <p>Refer to Appendix 6 for complete vocab list</p>	<p>Spanish</p> <p>chatear en la red</p> <p>cocinar para mi familia</p> <p>descargar canciones</p> <p>escribir correos</p> <p>hacernatación / vela</p> <p>preparar una barbacoa</p> <p>jugar al baloncesto/fútbol</p> <p>montar a caballo/en bici</p> <p>nadar en el mar</p> <p>salir con mis amigos/as</p> <p>tocar la guitarra</p> <p>Refer to Appendix 7 for complete vocab list</p>	<p>Spanish</p> <p>tan fácil desplazarse</p> <p>Se puede...</p> <p>estar mucho tiempo al aire libre</p> <p>subir a la torre</p> <p>hacer un recorrido en autobús</p> <p>disfrutar de las vistas</p> <p>viajar en el AVE</p> <p>pasear por los lagos artificiales</p> <p>apreciar la arquitectura variada</p> <p>aprovechar el buen tiempo</p> <p>Se pueden...</p> <p>Refer to Appendix 8 for complete vocab list</p>
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Year 11 MFL LTP

	Autumn 1 (M2)	Autumn 2 (M8)	Spring 1 (M7)	Spring 2	Summer 1	Summer 2
Title	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 Talking about a school exchange Talking about activities and achievements	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
Substantive	Opinion verbs qualifiers and	Plural verbs	M/F nouns for jobs			



<p>Knowledge Taught</p>	<p>comparatives Using adjectives Present and imperfect Using phrases with the infinitive Using the near future tense / 3 tenses</p>	<p>Modal verb – poder Using the superlative Li Talking about Using <i>se debería</i> Synonyms Using verbs in the third person plural</p>	<p>Indefinite article Verbs + infinitives Use preterite and imperfect Using <i>lo</i> + adjective Revising the perfect tense Future tense and if “<i>si</i>” clauses / 3 tenses</p>																																				
<p>Tier 3 Vocabulary</p>	<p>Modular vocab list – Memrise</p> <table border="1" data-bbox="398 512 736 970"> <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> <p>Refer to appendix 9 for complete vocab list</p>	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	<p>Modular vocab list – Memrise</p> <table border="1" data-bbox="768 512 1106 970"> <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>eleva 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> <p>Refer to appendix 10 for complete vocab list</p>	Spanish	promover...	la participación en el deporte	el espíritu de solidaridad	regenerar los centros urbanos	eleva el orgullo nacional	transmitir los valores de respeto	unir a la gente	dar un impulso económico	inspirar a la gente	el dopaje	<p>Modular vocab list – Memrise</p> <table border="1" data-bbox="1137 512 1476 970"> <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> <p>Refer to appendix 11 for complete vocab list</p>	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 rd 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 rd 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 “l” and “ll” 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'.
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	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.
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	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.
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	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.



ST JOSEPH

Catholic Multi Academy Trust

<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>
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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 ¹	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 ¹	sure, certain (m)	allí	there
segura ¹	sure, certain (f)	señor ²	Mr., man
serio	serious (m)	puerta	door
seria	serious (f)	clase	class
raro	strange (m)	señora ²	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 ¹	bad (m)
y	and	mala ¹	bad (f)
ser	to be, being (permanent)	rico ¹	rich (m)
soy	I am (permanent)	rica ¹	rich (f)
eres	you are (permanent)	antiguo	old, ancient (m)
es	s/he is, it is (permanent)	antigua	old, ancient (f)
alto ¹	tall (m)	bonito	pretty (m)
alta ¹	tall (f)	bonita	pretty (f)
bajo ¹	short (m)	famoso	famous (m)
baja ¹	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



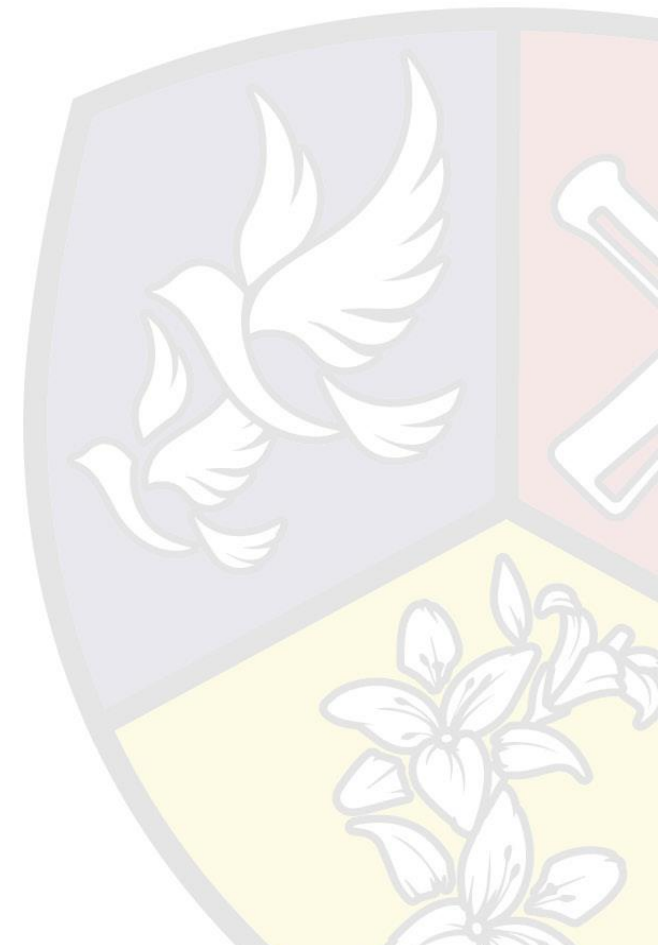


tienes	you have (singular)	centro	centre
tiene	s/he has, it has	escuela	school
tener	to have, having	iglesia	church
tengo	I have	mercado	market
¿qué?	what?	respuesta	answer
nuevo	new (m)	teatro	theatre
nueva	new (f)	banco	bank
casa	house	plaza	square
lee	read	lejos	far
libro	book	cerca	close, near
papel	paper	museo	museum
cama	bed	tienda	shop
cámara	camera	de ¹	of
letra	letter	grande	big
frase	phrase, sentence	trabajo ¹	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 ¹	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



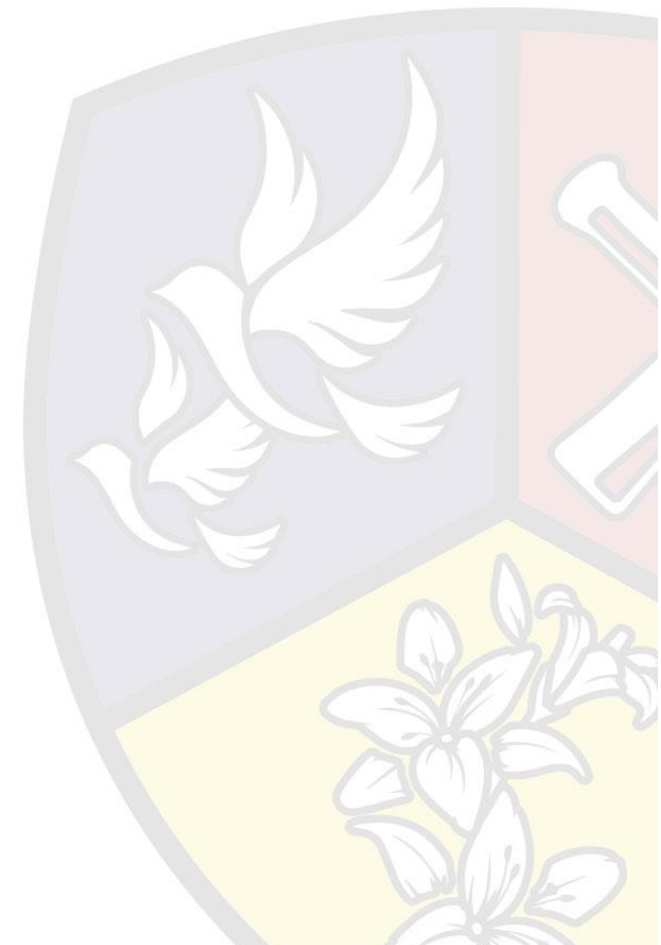


botella	bottle	quiero	I want
con	with	quieres	you want
otra vez	again	quiere	s/he wants, it wants
llegar	to arrive, arriving	dinero	money
bien	well	padre	father
hablar	to speak, to talk	madre	mother
importante	important	hermano	brother
escuchar	to listen, listening	regalo	present
¿quién?	who?	hermana	sister
música	music	su	his, her, its
comprar	to buy, buying	saber	to know, knowing
tarde ¹	late	pasar	to pass
pareja ¹	pair	torre	tower
amiga	female friend	trabajo ²	job, work
bailar	to dance, dancing	bastante	quite
temprano	early	fuerte	strong
cosa	thing	abuela	grandmother
llevar ¹	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 ²	much, a lot (of) (m)
bolsa	bag	mucha ²	much, a lot (of) (f)
vaso	glass	solo ¹	only
camisa	shirt	lugar	place
voluntario	volunteer	río	river





no ²	no, not	rojo	red (m)
o	or	roja	red (f)
pero	but	naturaleza	nature
mucho ¹	much, a lot	árbol	tree
grupo	group	azul	blue
señor ¹	Mr.	verde	green
arte	art	amarillo	yellow (m)
entiendo	I understand	amarilla	yellow (f)
español ¹	Spanish	pájaro	bird
estudiar	to study	para ¹	for
señora ¹	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 ¹	English	noche	night
ciencia	science	actividad	activity
falso	FALSE (m)	tarde ²	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





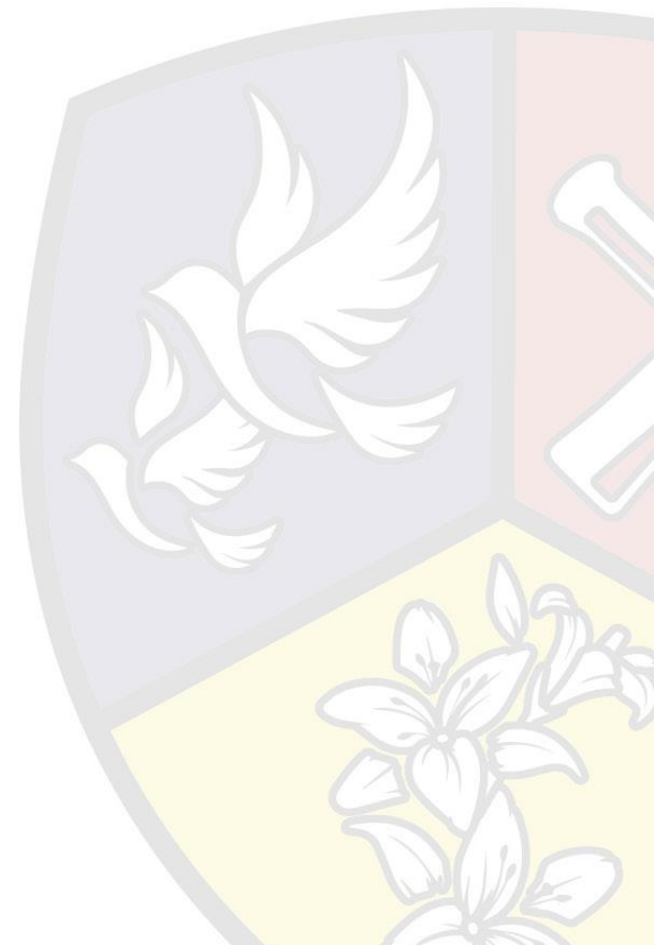
Appendix 2 Year 8 vocabulary

Spanish	English	Spanish	English
como	like	Francia	France
pasar ²	to pass, to spend (time)	montar	to ride, riding
llevar ²	to wear, to carry	montaña	mountain
tiempo ¹	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 ²	only, alone (m)	cabeza	head
sola ²	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 ²	rich, tasty (m)
poder	to be able to, can	rica ²	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



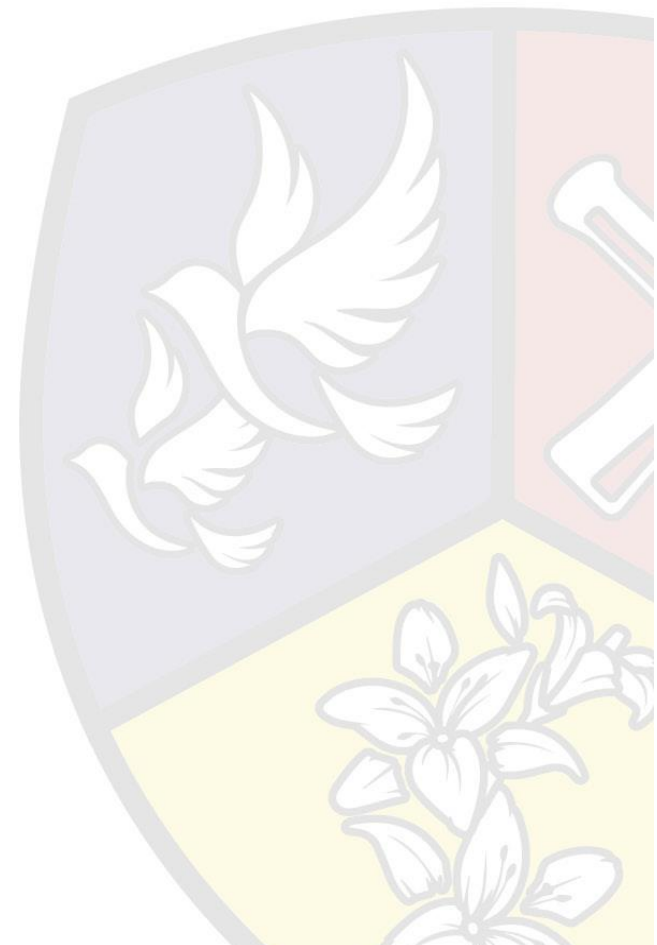


material	material	escribir	to write, writing
otro	other, another (m)	correr	to run, running
otra	other, another (f)	aprender (a)	to learn (to)
si	if	carta	letter
debes	you must, you have to	idioma	language
debe	s/he must, it must	chino	Chinese
deber	must, have to	parque	park
debo	I must, I have to	siempre	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 ¹	all (m)
martes	Tuesday	toda ¹	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





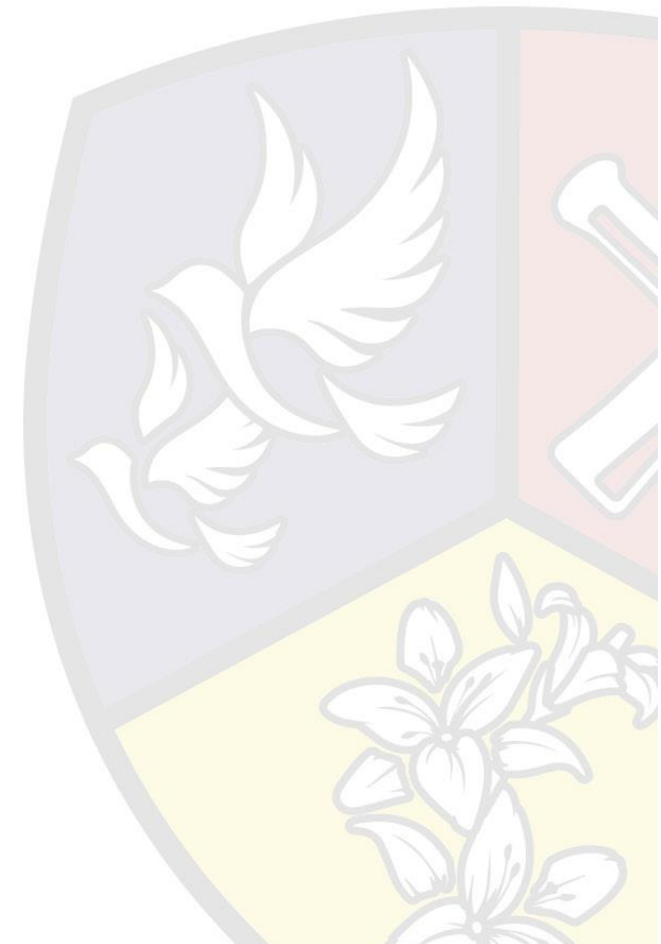
detrás	behind	va	s/he goes, it goes
oeste	west	día	day
este	east	problema	problem
somos	we are (permanent)	barrio	neighbourhood
oscuro	dark (m)	enero	January
oscura	dark (f)	completamente	completely
loco	crazy, insane (m)	playa	beach
loca	crazy, insane (f)	Italia	Italy
feliz	happy	vamos	we go
claro	clear, light-coloured (m)	porque	because
clara	clear, light-coloured (f)	por qué	why?
moreno	brown, tanned (m)	parte ¹	part
morena	brown, tanned (f)	mundo	world
aburrido	bored, boring (m)	mañana ²	tomorrow
aburrida	bored, boring (f)	descubrir	to discover, discovering
de ²	of, from	extranjero ¹	abroad
cada	each, every	visitar	to visit, visiting
durante	during	abril	April
alto ²	tall, high (m)	marzo	March
alta ²	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





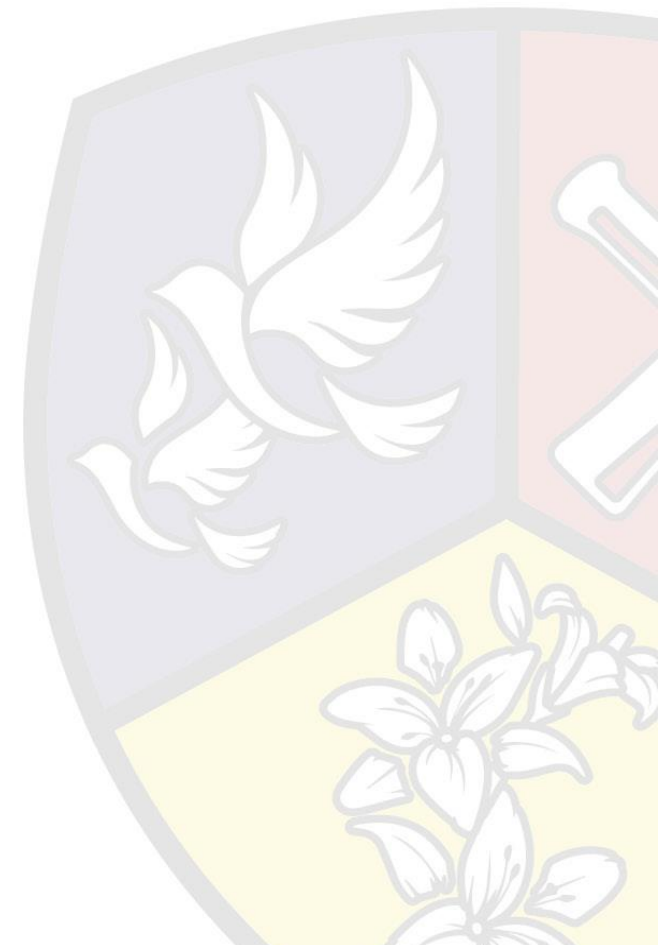
Appendix 3 Year 9 vocabulary

Spanish	English	Spanish	English
lo	him, it (m)	enojado	angry (m)
la	her, it (f)	enojada	angry (f)
dejar ²	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 ²	myself, to me	ligera	light (f)
le	to him/her/it	práctico	practical, useful (m)
te ²	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 ²	countryside, pitch
alegrar	to make happy	fila	line
querer ²	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 ²	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 ²	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 ²	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...
También compro...
saldo para el móvil
ropa / joyas / maquillaje
zapatillas de marca
videojuegos / revistas

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

Pocket money

My parents give me...
My mum / dad gives me...
...euros a week / a month
I spend my pocket money on...
I also buy...
credit for my phone
clothes / jewellery / make-up
designer trainers
computer games / magazines

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





con otra gente

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

Music

I like soul / rap / dance/
hip-hop / pop / rock / jazz /
classical / electronic music
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...
hacia...
baile / boxeo / ciclismo
deportes acuáticos
equitación / escalada
gimnasia / judo
kárate / natación
patinaje sobre hielo
piragüismo / remo
submarinismo
tiro con arco
voy...

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...





fui...	I went...
iba...	I used to go...
a clases de...	to ... classes
de pesca	fishing
ya no (juego)...	(I) no longer (play)...
todavía (hago)...	(I) still (do)...
batir un récord	to break a record
correr	to run
entrenar	to train
jugar un partido contra...	to play a match against...
marcar un gol	to score a goal
montar a caballo	to go horseriding
participar en un torneo	to participate in a tournament
patinar	to skate
mi jugador(a) preferido/a es...	my favourite player is...
su punto culminante fue cuando...	the highlight (of his/her career) was when...
el campeón / la campeona	the champion
la temporada	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)

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
informativ
bad
exciting





interesante(s)

interesting

Las películas

un misterio
una película de amor
una película de terror
una película de acción
una película de aventuras
una película de animación
una película de ciencia ficción
una película de fantasía
una película extranjera

Films

a mystery
a love film
a horror film
an action film
an adventure film
an animated film
a sci-fi film
a fantasy film
a foreign film

Nacionalidades

americano/a
argentino/a
británico/a
chino/a
griego/a
italiano/a
mexicano/a
sueco/a
alemán/alemana
danés/danesa
español(a)
francés/francesa
holandés/holandesa
inglés/inglesa
irlandés/irlandesa
japonés/japonesa

Nationalities

American
Argentinian
British
Chinese
Greek
Italian
Mexican
Swedish
German
Danish
Spanish
French
Dutch
English
Irish
Japanese

Temas del momento

he compartido...
he comprado...
he jugado...
he leído...
he oído...
he roto...
he subido...
¿Has probado...?

Trending topics

I have shared...
I have bought...
I have played...
I have read...
I have heard...
I have broken...
I have uploaded...
Have you tried...?





mi hermano ha descargado...
se ha estrenado...
la nueva canción
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

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.

¿En el cine o en casa?

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

my brother has downloaded...
...has been released.
the new song
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

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.

At the cinema or at home?

I (don't) like going to the cinema





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

because...

I prefer watching films at home because...
the atmosphere is better
there are too many people
the picture is better on the big screen

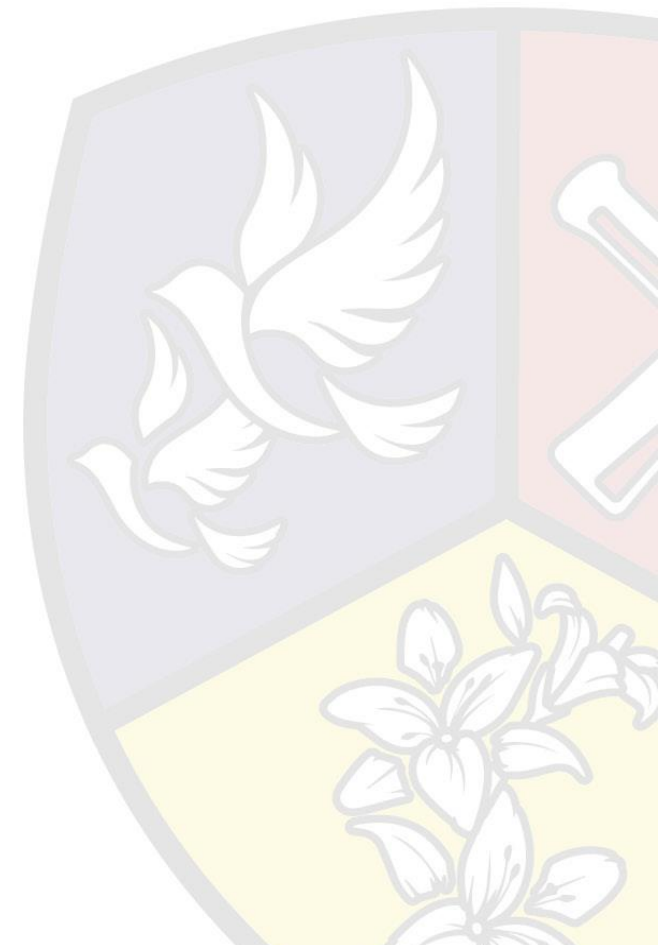
the tickets are very expensive
the popcorn is tasty
the seats aren't comfortable
the other spectators annoy me

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

¿Qué estás haciendo?

Estoy...
actualizando mi página de

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

What are you doing?

I am...
updating my Facebook page





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?

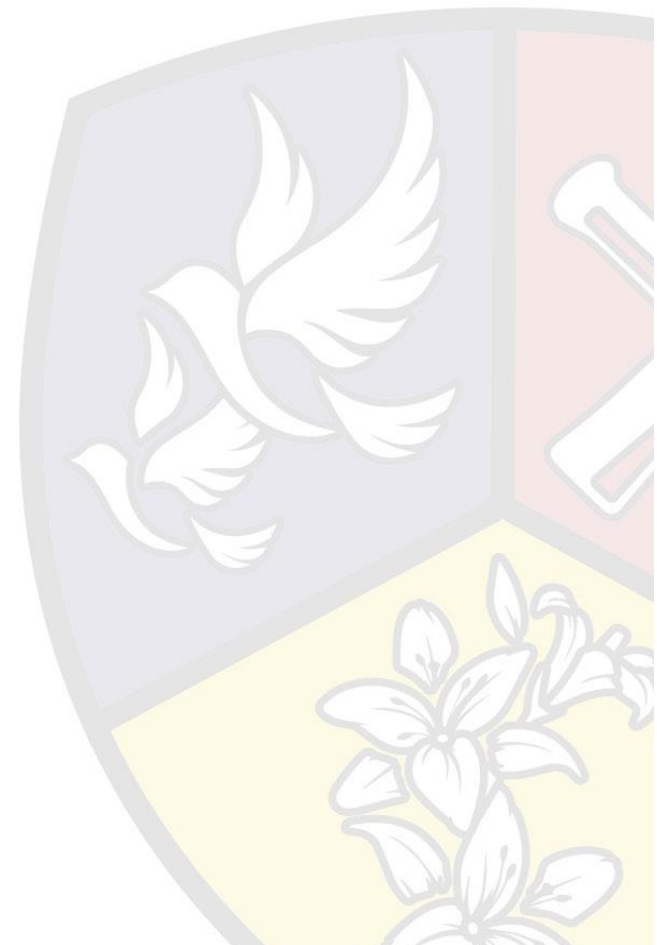
los blogs
los tebeos / los cómics
los periódicos
las revistas
las poesías
las novelas de ciencia ficción

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
comics
newspapers
magazines
poems
science fiction novels





las novelas de amor
las historias de vampiros
las biografías

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

**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
a bookworm
a manga fan
a traditional book
a real book

La familia

Family





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

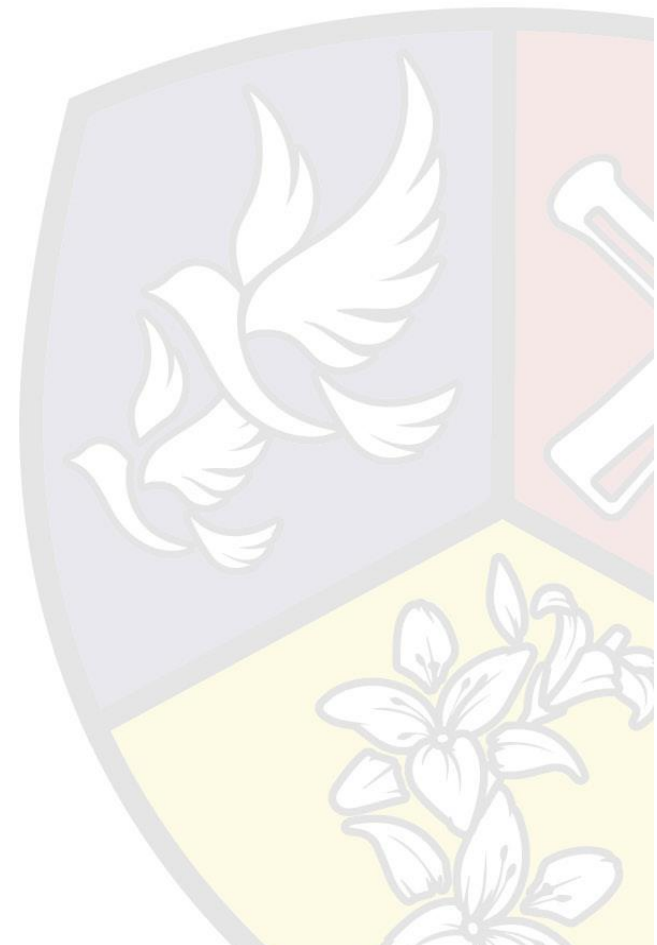
father / mother
step-father / step-mother
brother / sister
step-brother / step-sister
grandfather / grandmother
great grandfather / great grandmother
uncle / aunt
male cousin / female cousin
nephew / niece
husband / wife
son / daughter
grandson / granddaughter
older / younger

¿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
calvo/a
moreno/a
rubio/a
castaño/a
pelirrojo/a
español / española
inglés / inglesa
peruano / peruana
Mide 1,60.

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
bald
dark-haired
fair-haired
brown-haired
a redhead
Spanish
English
Peruvian
He/She is 1m60 tall.





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...

Nos llevamos superbién.

Nos llevamos como el perro y el gato.

Nos divertimos siempre.

¿Cómo es un buen amigo /

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...

We get on really well.

We fight like cat and dog.

We always have a good time.

What is a good friend like?





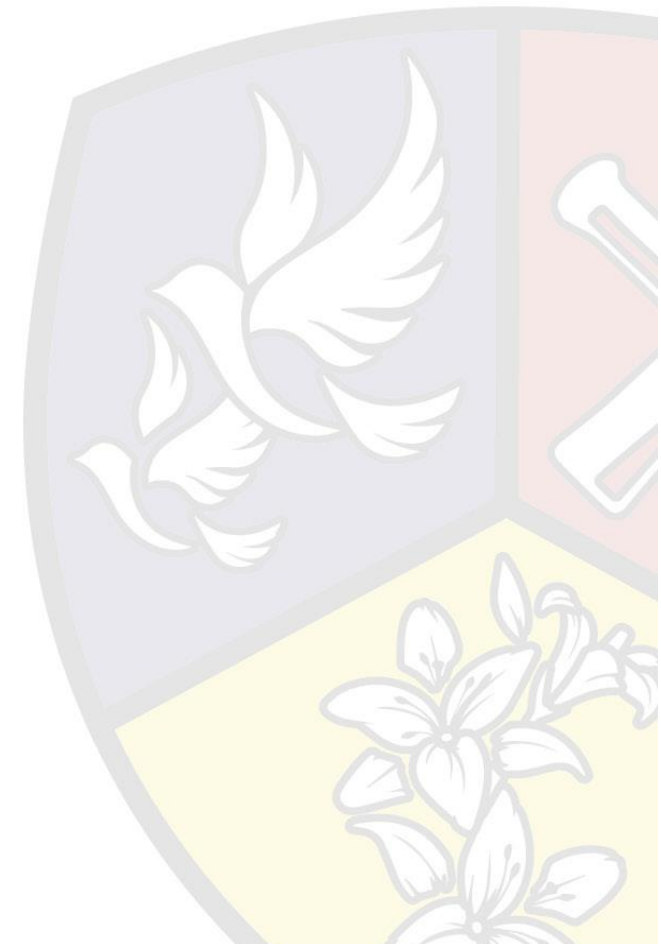
una buena amiga?

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)

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/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

¿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?

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*

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?





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.

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
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

What do you like doing?

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

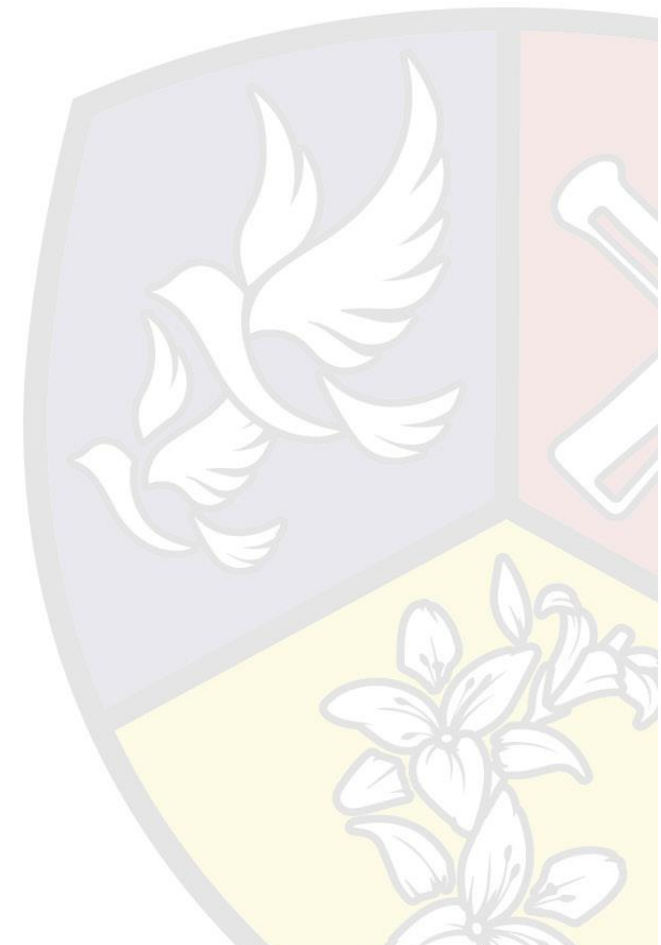
I love...
I don't like... (at all)
I hate...
(My dad) likes...
We love...
diving
being outdoors
being in touch with friends
doing martial arts
doing water sports
going to the cinema/ice rink
going shopping
reading (loads of magazines)
using the computer
watching films
I prefer to spend the summer...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

Where did you go on holiday?

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





Francia/Italia/Turquía
¿Con quién fuiste?

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

¿Cómo viajaste?

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

¿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
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

¿Qué tal lo pasaste?

Me gustó/Me encantó.

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
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*

*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*

How was it?

I liked it/I loved it.





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.

¿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...

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.

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...





(un) aparcamiento
(un) bar
(un) gimnasio
(un) restaurante
(una) cafetería
(una) lavandería
(una) piscina cubierta
mucho espacio para mi tienda

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

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

Tenía...
mucho ambiente/tráfico
mucho que hacer
mucha contaminación/gente
muchos espacios verdes
muchos lugares de interés
muchas discotecas

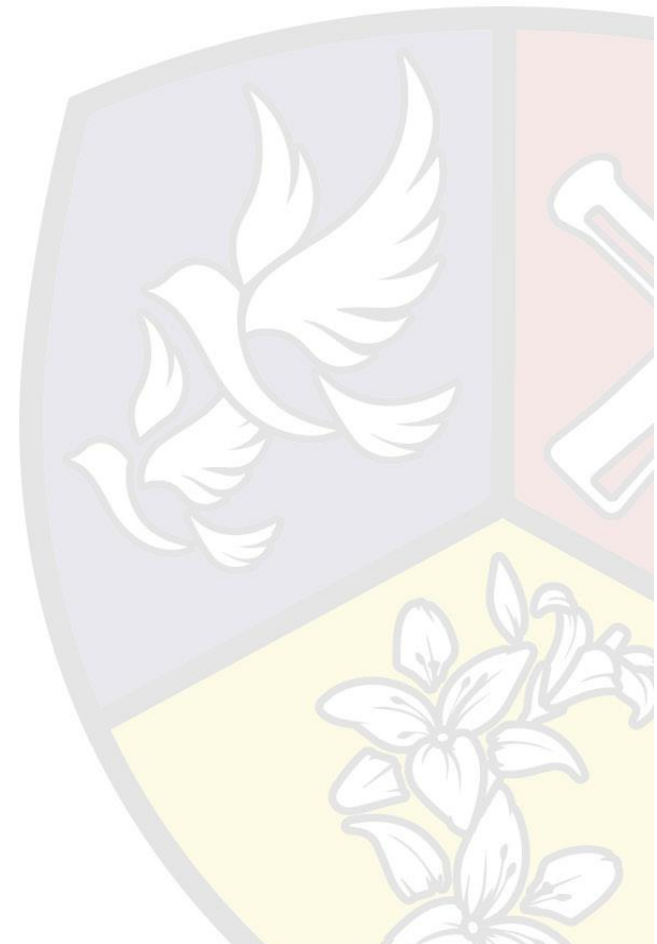
It had...
lots of atmosphere/traffic
lots to do
lots of pollution/people
lots of green spaces
lots of places of interest
lots of discos

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

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





con desayuno incluido
con media pensión

*with breakfast included
with half board*

con pensión completa
con vistas al mar

*with full board
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

I want to complain

Quiero hablar con el director.

I want to speak to the manager.

Quiero cambiar de habitación.

I want to change rooms.

El aire acondicionado...

The air conditioning...

El ascensor...

The lift ...

La ducha...

The shower...

La habitación...

The room...

está sucio/a

is dirty

La luz...

The light...

no funciona

doesn't work

Hay ratas en la cama.

There are rats in the bed.

No hay...

There is no...

Necesito...

I need...

papel higiénico

toilet paper

jabón/champú

soap/shampoo

toallas/(un) secador

towels/a hairdryer

¡Socorro!

Help!

Es inaceptable.

It's unacceptable.

Lo siento/Perdone.

I'm sorry.

El hotel está completo.

The hotel is full.

Mis vacaciones desastrosas

My disastrous holiday

Por desgracia

Unfortunately

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

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

El primer/último día

(On) the first/last day

Al día siguiente

On the following day

Tuve/Tuvimos...

I had/We had...

un accidente/un pinchazo

an accident/a puncture

un retraso/una avería

a delay/a breakdown

Tuve/Tuvimos que...

I had to/We had to...

esperar mucho tiempo

wait a long time

ir al hospital/a la comisaría

go to the hospital/to the police station





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

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
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

¿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.

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

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.





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

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
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

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

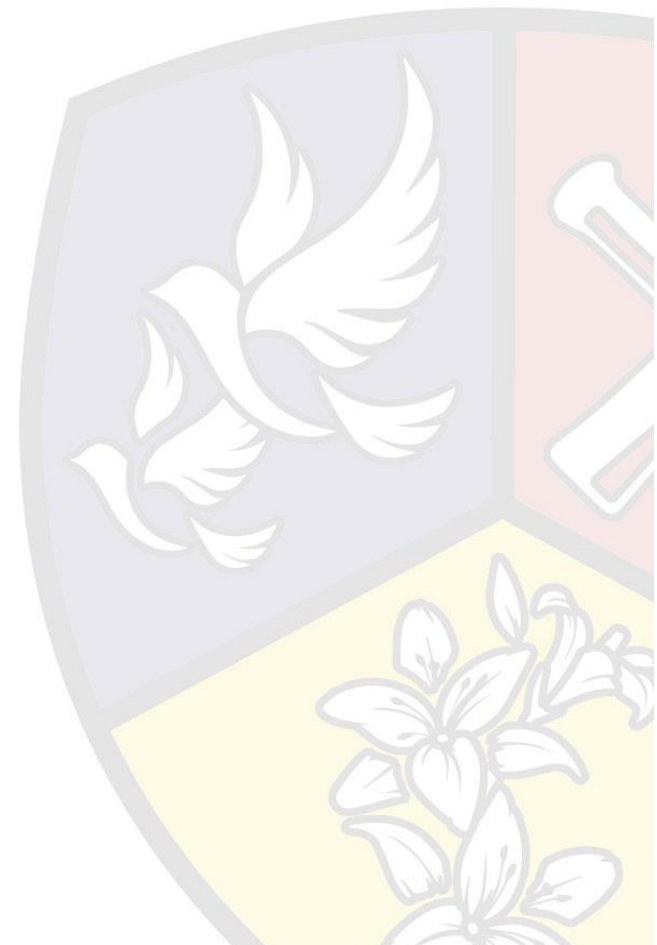
doing martial arts
doing water sports
going to the cinema/ice rink
 going shopping
reading (loads of magazines)
using the computer
 watching films
I prefer to spend the summer...
abroad/in Spain
on the coast/in the country
in the mountains/in the city

¿Adónde fuiste de vacaciones?

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

Where did you go on holiday?

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





¿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
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
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

¿Qué tal lo pasaste?

Me gustó/Me encantó.
Lo pasé bomba/fenomenal.

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

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
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

How was it?

I liked it/I loved it.
I had a great time.





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.

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

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





(un) bar
(un) gimnasio
(un) restaurante
(una) cafetería
(una) lavandería
(una) piscina cubierta
mucho espacio para mi tienda

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

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

Tenía...
mucho ambiente/tráfico
mucho que hacer
mucha contaminación/gente
muchos espacios verdes
muchos lugares de interés
muchas discotecas

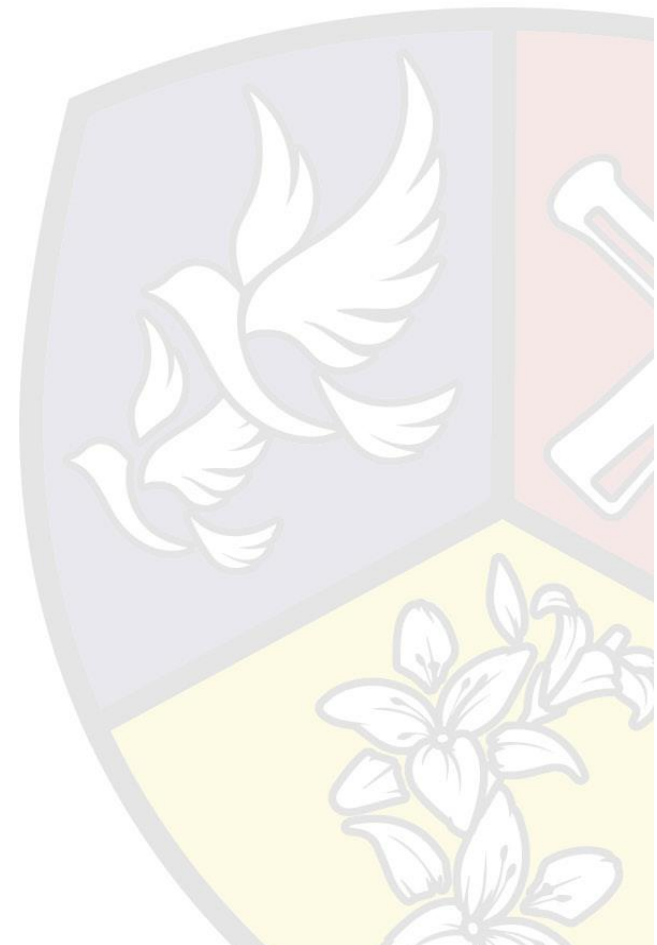
It had...
lots of atmosphere/traffic
lots to do
lots of pollution/people
lots of green spaces
lots of places of interest
lots of discos

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

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





con media pensión

with half board

con pensión completa
con vistas al mar

with full board
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

I want to complain

Quiero hablar con el director.

I want to speak to the manager.

Quiero cambiar de habitación.

I want to change rooms.

El aire acondicionado...

The air conditioning...

El ascensor...

The lift ...

La ducha...

The shower...

La habitación...

The room...

está sucio/a

is dirty

La luz...

The light...

no funciona

doesn't work

Hay ratas en la cama.

There are rats in the bed.

No hay...

There is no...

Necesito...

I need...

papel higiénico

toilet paper

jabón/champú

soap/shampoo

toallas/(un) secador

towels/a hairdryer

¡Socorro!

Help!

Es inaceptable.

It's unacceptable.

Lo siento/Perdone.

I'm sorry.

El hotel está completo.

The hotel is full.

Mis vacaciones desastrosas

My disastrous holiday

Por desgracia

Unfortunately

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

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

El primer/último día

(On) the first/last day

Al día siguiente

On the following day

Tuve/Tuvimos...

I had/We had...

un accidente/un pinchazo

an accident/a puncture

un retraso/una avería

a delay/a breakdown

Tuve/Tuvimos que...

I had to/We had to...

esperar mucho tiempo

wait a long time

ir al hospital/a la comisaría

go to the hospital/to the police station

llamar a un mecánico

call a mechanic





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

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 8 Year 10 Module 5

En mi ciudad

Hay... / Mi ciudad tiene...

un ayuntamiento
un bar / muchos bares
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

In my town

There is/are... / My town has...

a town hall
a bar / lots of bars
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?

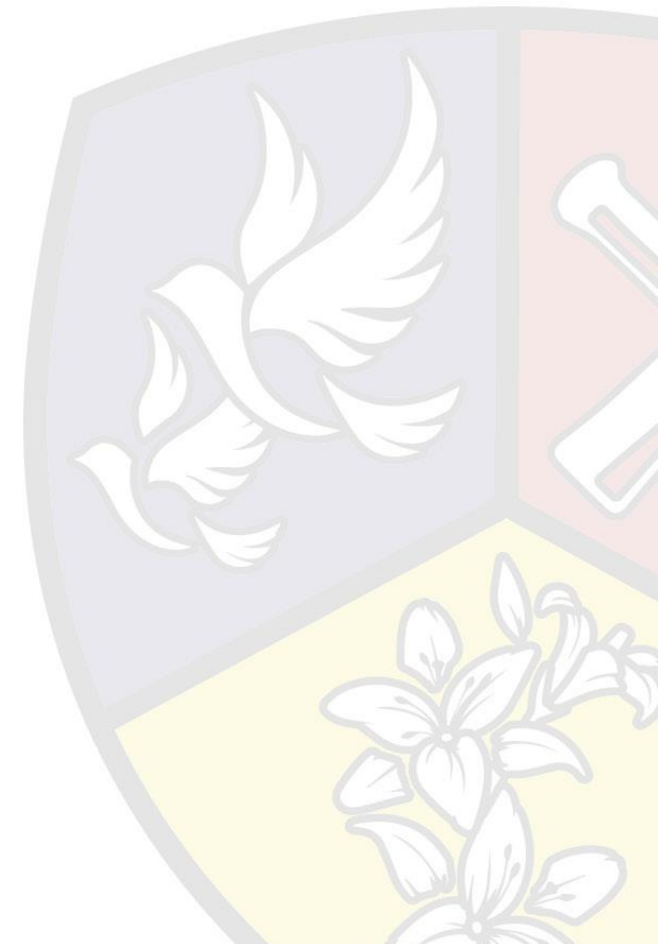
go straight on

turn right / left

take the first / second / third

road on the right / left

go over the bridge / the traffic lights





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...

*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

What is your area like?

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

al lado del río / mar Mediterráneo

Está...

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

by the river / Mediterranean sea

It is...

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

Tiene...

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

It has...

some amazing natural landscapes

El clima es...

soleado / caluroso / seco /
templado / frío

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

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

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

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

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*

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

*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*





aprovechar el buen tiempo
Se pueden...
probar platos típicos
practicar deportes acuáticos
ver edificios de estilos muy
diferentes
alquilar bolas de agua
practicar senderismo y ciclismo

make the most of the good weather
You / One can...
try local dishes
do water sports
see buildings with very different styles

hire water balls
go hiking / trekking and cycling

En la oficina de turismo

¿Me puede dar...?
un plano de la ciudad
más información sobre...
¿Cuánto cuesta una entrada?
para adultos / niños
¿Dónde se pueden sacar las
entradas?
¿A qué hora...?
sale el autobús?
abre...?
¿Hay visitas guiadas?
¿Me puede recomendar...?

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

How much is a ticket?
for adults / children
Where can you get tickets?

What time...?
does the bus leave?
does...open?

Are there guided tours?
Can you recommend...?

un restaurante típico
un hotel / una excursión

a typical restaurant
a hotel / a trip

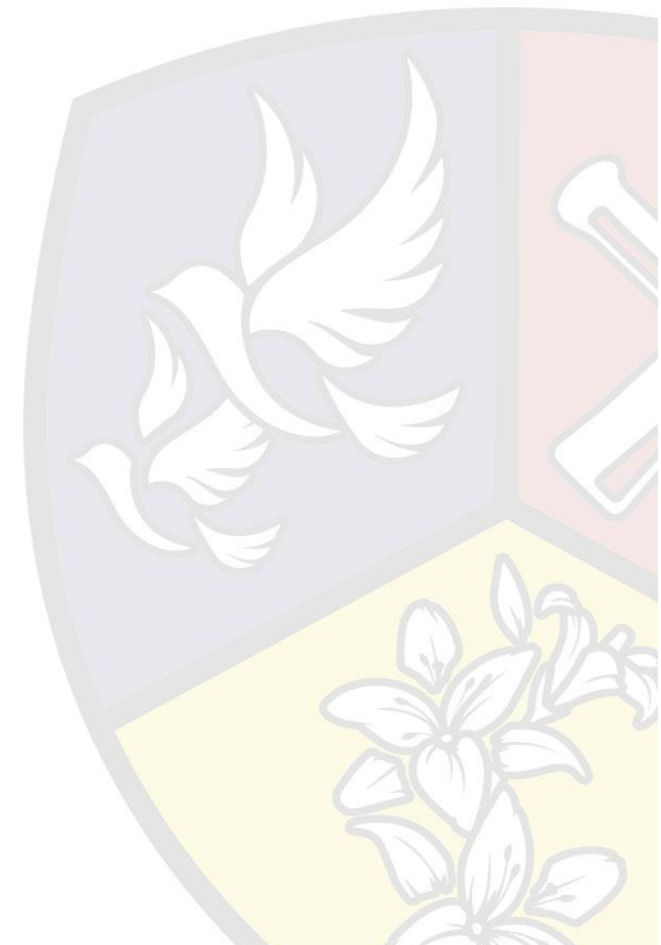
¿Qué haremos mañana?

Sacaré muchas fotos.
Subiremos al teleférico.
Bajaremos a pie.
Pasaremos entre las nubes.
Iremos a la playa / a la montaña /
de excursión en barco.
Haremos piragüismo.
Podremos hacer paddlesurf.
Podrás comprar regalos.
será genial / mejor
nos llevará
Estoy (muy) a gusto.
¡Buena idea!
de acuerdo
¡Qué pena! / ¡Qué mal (rollo)!
¡Qué triste!

What will we do tomorrow?
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.

We will go canoeing.
We will be able to go paddlesurfing.
You will be able to buy presents.
it will be great / better
he/she will take us
I am feeling (very much) at home.
Good idea!
OK

What a shame! / What a nightmare!
How sad!





¿Qué tiempo hará?

Hará sol / viento.

Habrás...

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

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

What will the weather be like?

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*

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*





abre a la(s)... / cierra a la(s)...
no cierra a mediodía
cerrado domingo y festivos
abierto todos los días

it opens at... / it closes at...
it doesn't close at midday
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

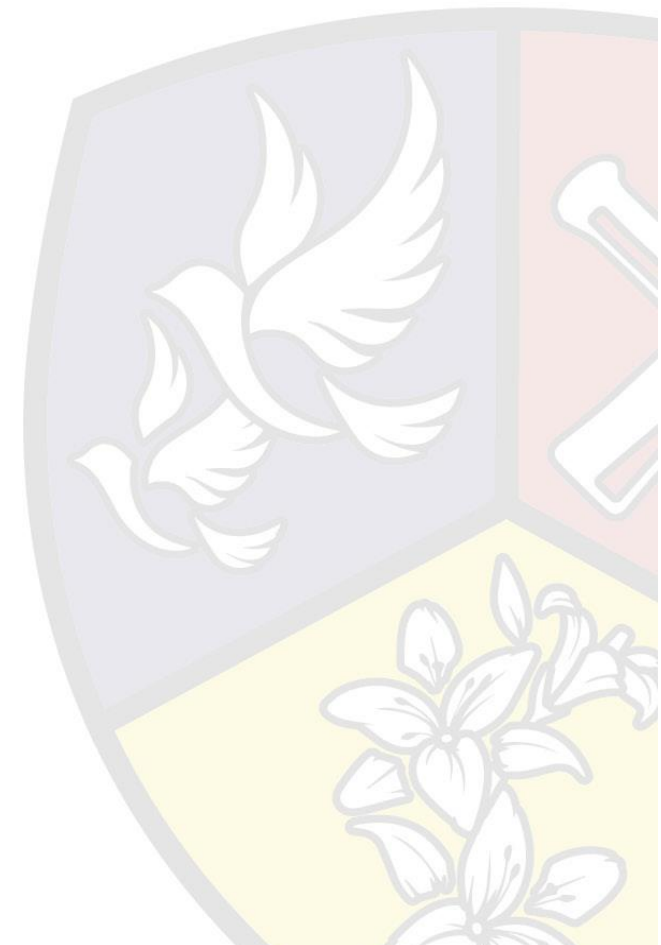
I want to return...
it is broken
it is too tight / long
it has a hole / a stain
it's missing a button
Can you reimburse me (the money)?
We can exchange (it).
What do you recommend?
What about...? / What do you think of...?
It suits you.
They are too big on you.
a bigger / smaller size
on sale
I'll take 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've never liked / I prefer / I hate...

comprar en...

cadenas / grandes almacenes
tiendas de diseño / segunda mano

shopping in...
chain stores / department stores
designer shops / second-hand shops

comprar por Internet / en la red
hacer cola

shopping on the internet / online
queueing

porque...
es más económico / práctico /
cómodo

because...
it's cheaper / more practical /
more convenient

es un buen sitio para pasar
la tarde

it's a good place for spending
the afternoon

hay más variedad /
demasiada gente

there is more variety /
there are too many people

los precios son más bajos
hay más ofertas

the prices are lower
there are more offers

ropa alternativa / de moda

alternative clothing / fashionable
clothing

gangas

bargains

artículos de marca

branded items

Los pros y los contras de la ciudad

The for and against of living in a city

Lo mejor de vivir en la ciudad

The best thing about living in a city

es que...
es tan fácil desplazarse
hay una red de transporte público
hay tantas diversiones
hay muchas posibilidades de trabajo

is that...
it's so easy to get around
there is a public transport system
there are so many things to do
there are lots of job opportunities

Lo peor es que...

el centro es tan ruidoso
hay tanto tráfico / tantos coches
se lleva una vida tan frenética
la gente no se conoce

The worst thing is that...
the centre is so noisy
there is so much traffic / so many cars
life is so frenetic
people don't know each other

En el campo...

el transporte público no es fiable
hay bastante desempleo
no hay tantos atascos como antes

In the countryside...
public transport is not reliable
there is quite a lot of unemployment
there are not as many traffic jams as before

yo conozco a todos mis vecinos

I know all my neighbours

¿Qué harías?

What would you do?





Introduciría más zonas peatonales.

I would introduce more pedestrian areas.

Renovaría...

I would renovate... some old buildings

algunos edificios antiguos
las zonas deterioradas en las afueras

the dilapidated areas on the outskirts

Mejoraría el sistema de transporte.

I would improve the transport system.

Pondría / Crearía más áreas de ocio.

I would put in / create more leisure areas.

Construiría un nuevo centro comercial.

I would build a new shopping centre.

Invertiría en el turismo rural.

I would invest in rural tourism.

Controlaría el ruido.

I would limit the noise.

Destino Arequipa

Destination Arequipa

Vi / Vimos lugares interesantes.

I saw / We saw interesting places.

Tuvimos un guía.

We had a guide.

Nos hizo un recorrido.

He/She did a tour for us.

Nos ayudó a entender toda la historia

He/She helped us to understand all of the history.

Recorrí a pie el centro histórico.

I walked around the historic centre.

Compré tantas cosas.

I bought so many things.

Alquilé una bici de montaña.

I hired a mountain bike.

Cogí un autobús turístico.

I took a tourist bus.

subimos / bajamos

we went up / we went down

Aprendí mucho sobre la cultura.

I learned a lot about the culture.

Me quedé impresionado con la ciudad.

I was really impressed by the city.

Había vistas maravillosas.

There were amazing views.

La comida estaba muy buena.

The food was very good.

La gente era abierta.

The people were open.

Lo que más me gustó fue / fueron...

What I liked most was / were...

¡Fue una experiencia única!

It was a one-off experience!

¡Qué miedo!

What a scare!

Volveré algún día.

I will go back one day.

Aprenderé a hacer surf.

I will learn to surf.

Trabajaré como voluntario/a.

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
el bachillerato
la formación profesional
el instituto

¿Qué tal los estudios?

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
A levels
vocational training
secondary school

How are your studies?





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

¿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
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 ...

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

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
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...





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 ...
(No) Llevamos ...
Es obligatorio llevar
un jersey (de punto)
un vestido
una camisa
una camiseta
una chaqueta (a rayas)
una chaqueta de punto

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

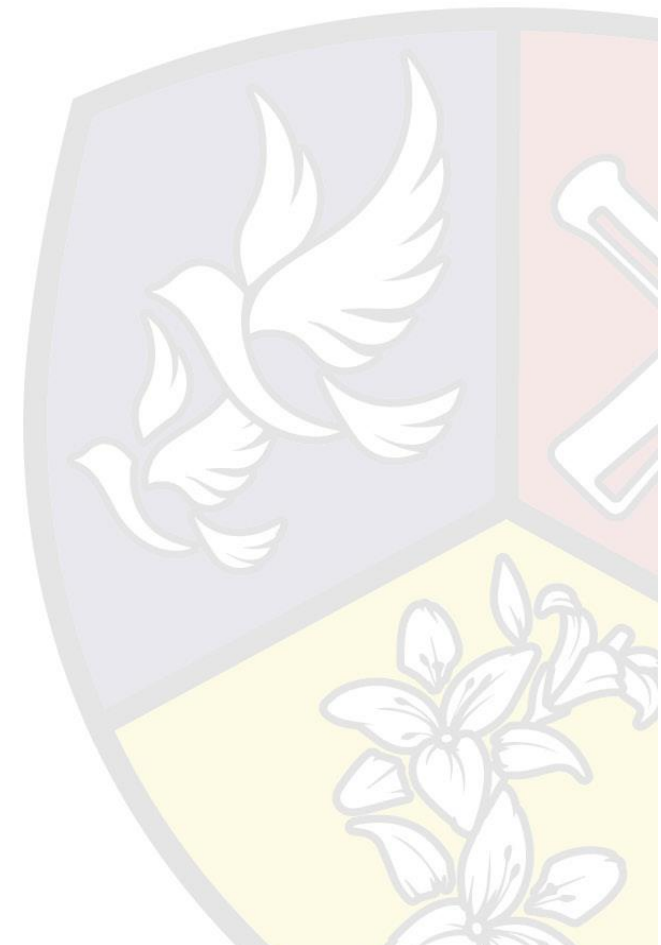
somewhere to play
little space
before / now

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 ...
We (don't) wear ...
It's compulsory to wear
a (knitted) sweater
a dress
a shirt
a T-shirt
a (striped) jacket
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	to run in the corridors
llevar piercings	to have piercings
Hay que...	It is necessary...
ser puntual	to be on time
respetar el turno de palabra	to wait for your turn to speak
mantener limpio el patio	to keep the playground clean
La norma más importante es...	The most important rule is...
respetar a los demás	to respect others
Las normas son...	The rules are...
necesarias / demasiado severas	necessary / too strict





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)...

¿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

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 lesson lasts ... minutes.
Break / Lunch is at...

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





pasar todo el día en...
asistir a clases
practicar el español
ir de excursión
tener una programación variada
Va a...
ser fácil / guay

spend the whole day in...
attend lessons
practise Spanish
go on a trip
have a varied programme
It's going to...
be easy / cool

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...
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

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...
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...





ST JOSEPH

Catholic Multi Academy Trust

aprender a ...
continuar con...
dejarlo
apuntarme al club de...
vamos a...
montar una obra de teatro

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
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.

¿Cómo se debería cuidar el medio ambiente en casa?

Para cuidar el medio ambiente se debería...
apagar la luz
 ducharse en vez de bañarse

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
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.

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





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

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

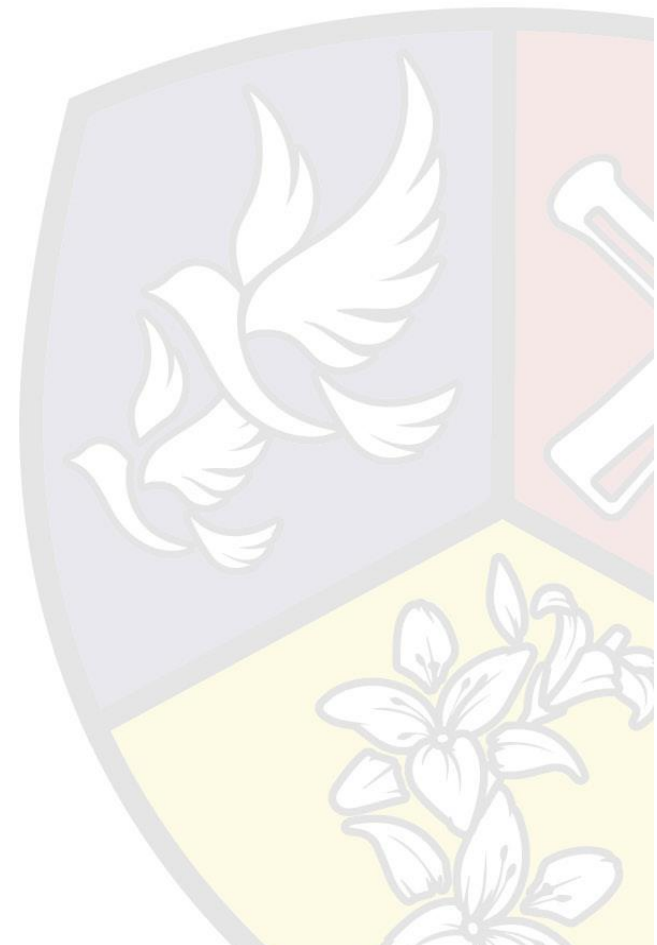
¿Cuáles son los problemas globales más serios hoy en día?

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...
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 /

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)...
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





contaminación
tanta gente sin trabajo y
sin techo
tanta gente obesa y tantos
drogadictos

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

¡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.
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

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.
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





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
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

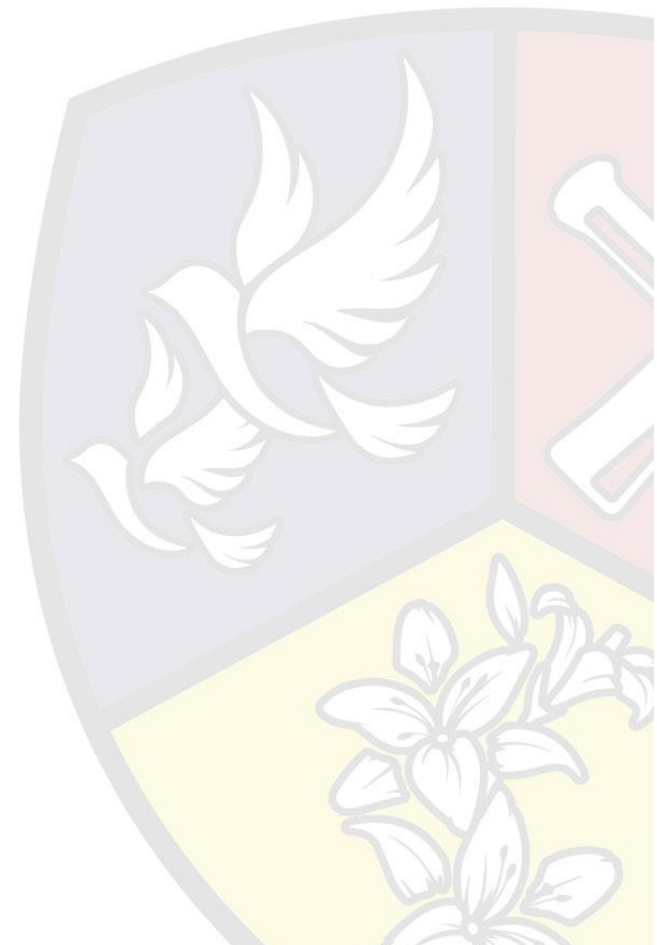
¡Vivir a tope!

Beber alcohol...
Fumar cigarrillos / porros...
Tomar drogas blandas / duras...
Es / No es...
ilegal / peligroso
un malgasto de dinero
una tontería / un problema serio

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
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

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





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

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

¡El deporte nos une!

¿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

Sport unites us!

What are...for?
 international sporting events

big sporting events

the Paralympics / Olympics
 the 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





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...

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!

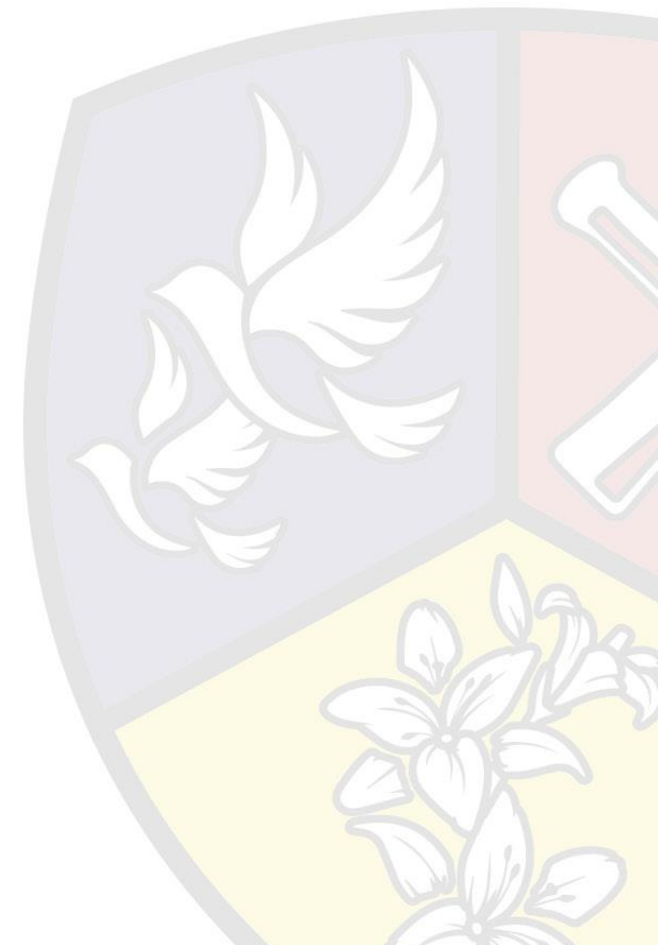
¿Qué estabas haciendo?
Estaba / Estábamos / Estaban...
ensayando
nevando
entrando en casa
durmiendo
conduciendo por la ciudad
leyendo
volando por el aire
Se estaba convirtiendo en un río.
Se estaba moviendo.
a mi alrededor
Se estaban cayendo.
¿Cómo te enteraste del/de la/
de las...?
temblor
incendio forestal
huracán
tornado
terremoto
tormenta de nieve
acción humanitaria
inundaciones
Estaba...
mirando/viendo las noticias / la tele
buscando informaciones en línea
charlando con un amigo / una amiga
leyendo un post en Facebook

Sign up!

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

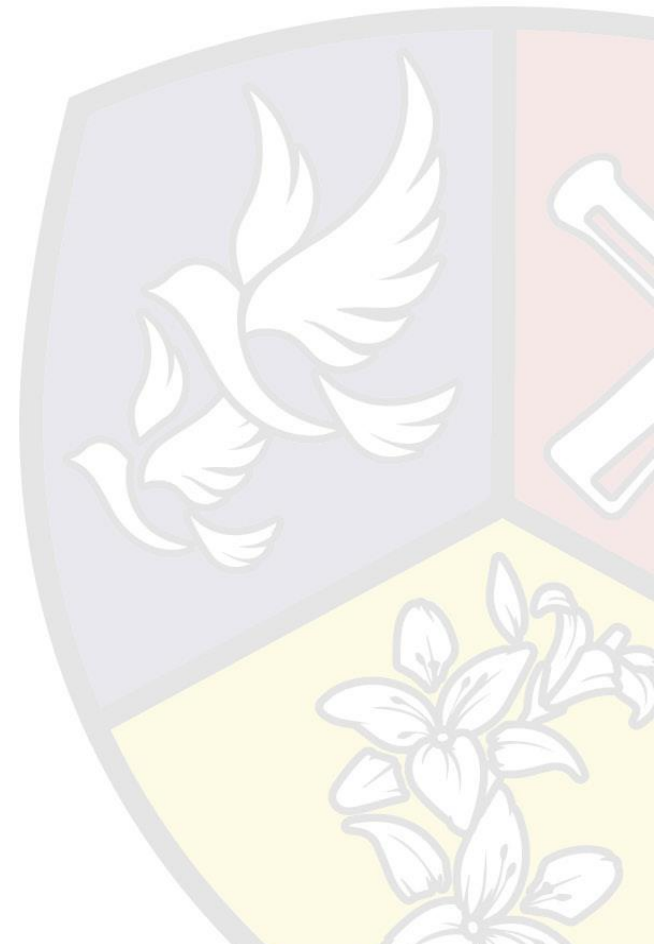
snowing
coming into the house
sleeping
driving through the city
reading
flying through the air
It was turning into a river.
It was moving.
around me
They were falling.
How did you find out about the...?

tremor
forest fire
hurricane
tornado
earthquake
snow storm
humanitarian campaign
floods
I / He/She was...
watching the news / the TV
looking for information online
chatting with a friend
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
enfermero/a
escritor(a)
fontanero/a
fotógrafo/a
funcionario/a
guía turístico/a
ingeniero/a
jardinero/a
mecánico/a
médico/a
músico/a
peluquero/a
periodista
policía
profesor(a)
repcionista
socorrista
soldado
veterinario/a
Es un trabajo...
artístico / emocionante
exigente / importante
fácil / difícil
manual / monótono
variado / repetitivo
con responsabilidad
con buenas perspectivas

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
nurse
writer
plumber
photographer
civil servant
tour guide
engineer
gardener
mechanic
doctor
musician
hairdresser
journalist
police officer
teacher
receptionist
lifeguard
soldier
vet
It's a ... job
artistic / exciting
demanding / important
easy / difficult
manual / monotonous
varied / repetitive
with responsibility
with good prospects





con un buen sueldo
Tengo que... / Suelo...
cuidar a los clientes / pacientes /
pasajeros
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 / en un hospital /
en una tienda / a bordo de un avión
vender ropa de marca
viajar por todo el mundo

¿Qué tipo de persona eres?

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

¿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.

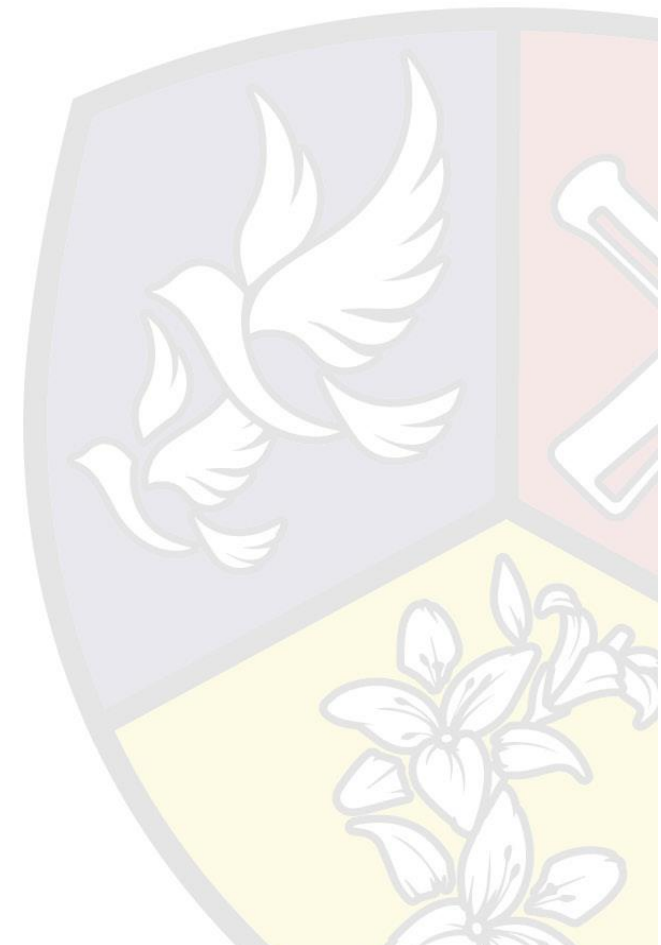
with a good salary
I have to... / I tend to...
look after the customers / patients /
passengers
answer telephone calls
look after the plants and flowers
teach / supervise the children
do interviews
prepare different dishes
repair cars
serve food and drink
work in a workshop / in a hospital /
in a shop / aboard a plane
sell designer clothing
travel the world

What type of person are you?

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

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.





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.

Mis prácticas laborales

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

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.

Work experience

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





a trabajar en equipo
a usar...
No aprendí nada nuevo.

*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
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.

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
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...

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...*





Tengo...

buen sentido del humor
buenas capacidades de comunicación /
resolución de problemas
buenas habilidades lingüísticas

Un año sabático

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

¿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

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.

I have...

a good sense of humour
good communication /
problem-solving skills
good language skills

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
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

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
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...
efectuara su salida...
de la via / 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?

El futuro

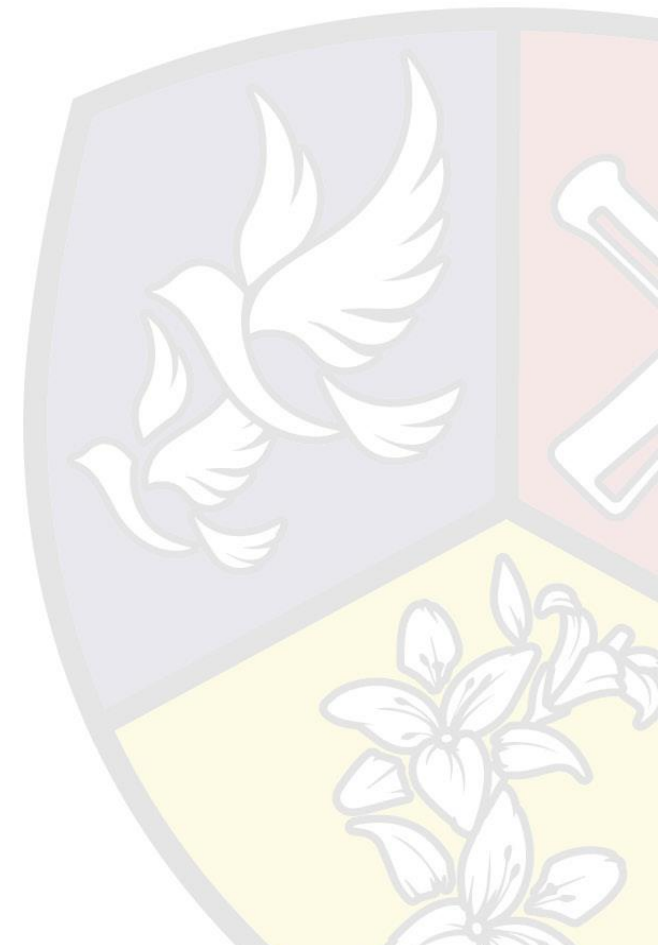
Me interesa(n)...
Me importa(n)...
Me preocupa(n)...
el desempleo / el paro
el dinero / el éxito
el fracaso / el matrimonio
la responsabilidad
la independencia / la pobreza
los niños / las notas
Espero...
Me gustaría ...
Pienso...
Quiero...
Tengo la intención de...
Voy a...
aprender a conducir
aprobar 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...

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?

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...





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

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





ST JOSEPH

Catholic Multi Academy Trust

