



MFL Curriculum Overview Plan 2026-2027



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

To culturally enrich the students of TQEA to allow them to have a cultural and educational understanding of the wider world.

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10 SPANISH	Topic	<u>Theme 1 Unit 1 - Identity and Relationships with others</u>	<u>Theme 1 Unit 2 – Healthy Living and lifestyle</u>	<u>Theme 1 Unit 3 Education and work</u>		<u>Theme 2 Unit 1 Free time activities</u>	
	Core knowledge from this topic	To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. To describe members of your family or friends in detail. To say what activities you do with others. To describe your friendships with others, giving reasons for getting on/not getting on with people. To describe the qualities of a good friend. To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages.	To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. To talk about illness and injuries. To say what your lifestyle was like in the past and your future intentions.	To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams. To talk about school life and daily routine, including school, clubs and sporting activities. To describe school facilities and how you get to school. To describe your ideal school. To talk about primary school. To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans. To talk about issues at school. To say what jobs people have and list advantages of disadvantages. To describe what a job entails and places of work. To talk about the personal qualities, qualifications and skills required for a job. To talk about work experience. To discuss a dream job and your personal ambitions. To give opinions about working abroad/using language skills. To discuss unemployment.		To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams. To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. To discuss reading habits. To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. To discuss shopping habits and preferences, including favourite shop/location.	



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		and narrate with reference to past, present and future events	- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes - produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 - make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events		
	Previous content that this topic builds upon	Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions	Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions	Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions	Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense



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		Family members/relationships	likes and dislikes Free time activities		
	Key vocabulary	Es (un chico / una chica) listo / lista / responsable / fuerte / independiente / divertido / divertida / artístico / artística / tranquilo / tranquila / feliz. Tiene una personalidad alegre / simpática. Le gusta mucho ... Hoy está / estoy (un poco) serio / seria / nervioso / nerviosa. Se llama ... Tengo / Tienes / Tiene / Tenemos / Tenéis / Tienen el pelo moreno / negro / rubio / azul / corto / largo. ... los ojos verdes / grises / marrones. ... una cara / un aspecto triste / agradable. ... una actitud positiva / optimista. Parece serio / seria / animado / animada / ambicioso / ambiciosa. Mi amigo / amiga / padre / madre / hermano / hermana / abuelo / abuela / padrastro / madrastra / hermanastro / hermanastra es... ... alto / alta / bajo / baja / pequeño / pequeña. ¿Cómo te llevas con tus amigos? ¿Cuál es la definición de 'buen amigo'? Me llevo bien / mal con ... Nuestras relaciones son ... A veces / con frecuencia / siempre / raramente / normalmente / todos los días ... Pelearse / preocuparse por / parecerse a ... Casarse con / divorciarse de... El amigo / La amiga ideal...	¿Estás en forma? ¿Qué actividad prefiere? / ¿Cuál es su deporte favorito? ¿Cómo es su dieta? La actividad que prefiero es ... / Me encanta ... (No) me gusta hacer deporte. Me entreno en ... / Voy a clases en ... Soy miembro del club de baloncesto / natación. (No) hago (mucho) ejercicio. Tengo / Llevo una dieta sana / equilibrada. Pienso que es importante ... Evito la comida rápida / comer mucha grasa. Nunca fumo. Para mí, la más importante es / es importante evitar el estrés / dormir bien / cuidar la piel / tener tiempo para reflexionar / descansar. Para estar en forma / para llevar una vida sana / para mejorar tu dieta, tienes que / lo ideal es ... ¿Qué come y bebe? / ¿Qué no come? Soy vegetariana / vegetariano / vegana / vegano. Seguimos / Sigues la dieta mediterránea. Es una dieta buena / (muy) sana. Voy / Vas / Va / Vamos / Vais / Van a... ... beber más agua / tomar el desayuno / seguir una dieta sana. El desayuno, la comida (principal del día / típica), la merienda, la cena Para evitar tener hambre, toma / toman ... Para llevar una vida sana ...	Mi instituto (privado) es (bastante / muy) grande. El edificio es viejo / moderno. Los profesores son estrictos / explican bien / nos ayudan / nos apoyan / nos hacen trabajar mucho. Confío en los profesores. Tenemos demasiados deberes / deberes todos los días. (No) debes / Tienes que / No puedes ... Me gusta / preferiero ... En mi opinión / para mí / creo que es mejor / peor que es / el / la mejor / peor. ... son los / las / mejores / peores. ... es más / menos (útil) que... ... tan (grande) como ... ¿Cuál es tu asignatura favorita? / ¿Qué asignatura no te gusta? ¿Cuál es tu opinión del uniforme? ¿Qué piensas de las reglas del instituto? ¿Cuáles son los aspectos positivos / negativos de tu instituto? Lo que me gusta es la oportunidad de probar cosas nuevas / participar en clubs / actividades al aire libre. Me enfado ... Me parece que ... Hay problemas como el acoso / la presión por sacar buenas notas / el mal comportamiento de unos pocos. ¿Cuál sería tu trabajo ideal? ¿Qué trabajo quieres hacer tú en el futuro? ¿Qué aspectos son importantes en un trabajo? Me gustaría / Me interesaría / Le mejor sería ... Lo que más me gusta hacer es / Se me dan bien / Quiero ... Mi sueño es escribir una novela / trabajar en un equipo / proteger a la gente / presentar las noticias en la tele / representar papeles en obras de teatro / diseñar / cuidar a las personas. Para ser enfermero / abogado / jefe, tienes que / debes / hay que ir a la universidad / ser muy comprensivo. Hay que / Se debe / Hace falta / Se necesita / Se puede / Es buena idea / Vale la pena ser proactivo. ... tener el perfil ideal. ... escribir / presentar un buen curriculum. ... mandar / enviar una carta personalizada. ... llevar ropa apropiada para el tipo de trabajo. Nunca se debe llegar tarde para una entrevista / mentir / exagerar.	Este verano / Durante el mes de puedes hacer kayak / alpinismo / escalada / unas actividades emocionantes ... estoy / estás / está / están nadando / subiendo y bajando las aguas rápidas en el río / haciendo parkour. A mi modo de ver / Creo que ... En la foto hay ... A la izquierda / A la derecha / En el centro / En primer plano / Al fondo, hay ... ¿Qué te gusta hacer en tu tiempo libre? ¿Qué actividades te gustaría hacer en el futuro? Soy muy aficionado / aficionada a ... Prefiero / disfruto / suelo / me interesa / me gusta (mucho) / me apasiona / me encanta ... Nuestra actividad favorita es ... Me gustaría / Sueño con ir a tiendas de segunda mano / pasear al aire libre / cantar / andar por el campo / aprender a bailar / leer una novela. No me importa hacer... Prefiero ver / me interesan / entre mis preferencias están unos documentales / unas series de aventuras / unos programas de cocina / unos concursos culturales. ... las películas / pelis del oeste / de historia / antiguas en blanco y negro / extranjeras / románticas / los musicales. Ayer / La semana pasada, vi ... Siempre / A veces / Nunca / Normalmente / Cada lunes / Todos los días... Una vez al día / mes / año ... Dos veces a la semana ... ¿Cuál es tu pasatiempo favorito? ¿Con quién lo haces? ¿Cuáles son las ventajas y desventajas de este pasatiempo? ... hace diez años desde que... Empecé a mirar las estrellas / tocar la guitarra / buscar fósiles en las rocas. Estoy seguro / segura de que este pasatiempo es el más divertido.



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		Una familia homoparental / monoparental / nuclear / sin hijos / extendida / reconstituida / tradicional / numerosa Una pareja del mismo sexo Una familia con diversos miembros familiares de la misma familia / formada por la combinación de dos familias diferentes / con hijos biológicos o adoptados	Tiene que / Debe / Hay que / Se debe probar los platos vegetarianos / comer más verduras / respirar aire puro / evitar la comida procesada / con mucha grasa.		
	Development of cultural capital	Students will explore different family models and how this might differ in Spain to the UK. They will also look at different types of family celebrations and how they might be different in Spanish-speaking countries.	Students will learn about typical dishes from Spain Spanish-speaking countries. They will also look at how Spanish people prioritise their health and well-being and how this compares to citizens of the UK.	Students will look at the differences between the Spanish and UK education models and look at a typical day for students studying in Spanish-speaking countries. They will also look at what job opportunities are on offer for young people.	Lots of opportunities to develop cultural capital for example, when looking at reading materials, students will have the opportunity to study the Spanish-speaking world and read about Spanish-speaking sports stars
	Development of reading	Guided reading about the life and works of Pablo Picasso.	Guided reading topics: Reading about the life of Dictator Francisco Franco	Guided reading topics: Reading about the history and culture of the capital city of Madrid and reading about the customs and celebrations of Semana Santa	Guided reading topics: Reading a historical account of the Spanish Civil War
	Concepts –what will students be able to do at the end of the topic	Students will - be able to read, listen, speak and write in detail about different families and compare these to their own - be able to talk about different relationships and friendships - be able to hold detailed conversations about you're their identity and talk about what matters to them - be able to talk about problems and be able to ask for and give advice	Students will - be able to listen, read, speak and write using three tenses. - Be able to write and speak about making future plans for their health and wellbeing - Be able to talk about and write about their own fitness and health routines - Be able to read about and write about what makes a good or bad diet and give reasons for staying healthy and consequences for not staying healthy	Students will - Be able to read and write about schools in Spain using absolute superlatives - They will be able to describe a typical day at school and complete translations activities supporting this - They will be able to talk about their own studies and the students of others and give their own opinions and understand the opinions of others - They will be able to use the conditional tense to describe how they would change their schools - They will be able to speak, listen, read and write about the teachers and things they like/don't like within their own schools - They will be able to speak about and write about a school trip in the past	Students will - be able to write a detailed account describing mealtimes and what they do as part of their daily routine. - be able to talk about illnesses and injuries and be able to hold a detailed conversation in a pharmacy as well as ordering in a restaurant. be able to write an extended prose about a music festival or another festival they have visited in the past.



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			- Be able to listen, read and write about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. - Be able to talk about illness and injuries.			
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2
Year 11 SPANISH	Topic	<u>Theme 2 Unit 2 Customs, festivals and celebrations and Unit 3 Celebrity Culture</u>	<u>Theme 3 Unit 1 Travel and Tourism and places of interest and Unit 2 Media and technology</u>	<u>Theme 3 Unit 3 The Environment and where people live</u>		
	Core knowledge from this topic	To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them. To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these. To say what food is consumed on special occasions and at celebrations. To talk about a special day in the past.	Students will talk about their holidays and accommodation both in general and in the past. They will write and speak about their ideal holidays using the conditional tense. They will discuss what they can see and do on holidays as well as what they saw and did. They will talk about different French-speaking festivals. They will review holiday accommodation using the perfect tense and modal verbs and give their opinions on it. They will be able to talk about “staycation” activities.	Students will study listening, reading, writing and speaking activities based about the following topics: types of houses; the environment; healthy eating; global problems; international sporting events.		
	Links to the national curriculum (if applicable)	deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant	- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied - Use accurate grammar, spelling and punctuation. - Read and show comprehension of original and adapted materials from a range of different sources,	- listen to and understand clearly articulated, standard speech at near normal speed - be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge - identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events - take part in a short conversation, asking and answering questions, and exchanging opinions - deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex		



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		contemporary and cultural themes • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events	understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material 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	language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events •		
	Previous content that this topic builds upon	Food and drink Daily routine Foods and drinks Illness and injuries	Purpose of, use and formation of past (PRETERITE) tense. Use of possessive pronouns. Formation of questions in Spanish. Use and formation of verbs SER and ESTAR. Travel, trips and holidays previously discussed in KS3/Year 10	Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Types of houses Diet and healthy eating		
	Key vocabulary	¿Cuál es tu fiesta favorita? ¿Con quién la celebras? ¿Cuál es tu opinión sobre esta fiesta? Ayer / Anoche / La semana pasada / El lunes pasado ... Hace diez minutos / tres días .. Durante dos horas / un año ... La Nochebuena / Nochevieja / Juncá / Pascua / Los Reyes Magos / El año nuevo chino / El día de Eid al-Fitr Esta fiesta religiosa / celebración es la mejor semana del año / un día muy importante en la cultura	pasar³ [68]; aprovechar [885]; quedar [100]; verano [1139]; pasado (adj.); cantar [717]; precioso [1777]; viaje [519]; mientras que [mientras-127]; entonces [74]; fiesta [796]; canción [982]; país [109]; costa [896]; yo [28]; tú [184] él [9]; ella [72]; encontrar [102]; celebrar [886]; ¿de verdad? [176]; porque [40]; largo [300]; bicicleta [3684]; cámara [903]; caballo [907]; también [49]; comprar [361]; bailar [1323]; llegar [75]; caminar [514]; antiguo	¿Cómo es tu casa? Vivo en... un bloque de pisos / una casa individual / una casa adosada a / una residencia de ancianos / una finca / granja Alquilamos una casa amueblada. Está en... / on... 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 a / 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 Para cuidar el medio ambiente / se debería... apagar la luz / ducharse en vez de bañarse / separar la basura / reciclar el plástico y el vidrio / desenchufar los aparatos eléctricos / ahorrar energía / cerrar el grifo / hacer todo lo posible / no se debería... malgastar el agua/usar bolsas de plástico		



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		musulmana / una experiencia muy alegre. Hay muchas celebraciones familiares / católicas / un desfile. Siempre voy a recordar esta increíble fiesta que tuvo muchos momentos profundos. Por la noche, mi familia prefirió ... No pude dormir bien / Me levanté muy temprano. ... mi fiesta privada con mis compañeros / baile / regalos / comida. El Día de Muertos / La Feria de las Flores / El Inti Raymi Se celebra en ... Las principales características de esta fiesta son ... La fiesta es popular por su ... En mi opinión, esta fiesta es interesante porque ... Antes de / Después de / Al llegar / ir / comer / ver ... Hay carnavales / música / desfiles en las calles de la ciudad / un buen ambiente / una gran fiesta. ¿Te gusta la música latina? ¿Cuál es tu estilo de música favorito? ¿Te gustaría ir a un concierto? Ayer vi un espectáculo de tango. Sigo / Sigue / Seguimos practicando seis horas / bailando los bailes tradicionales / leyendo un libro sobre la rumba. Espera / Es importante continuar teniendo representación de otros bailes latinos / respetar otras culturas.	[446]; museo [1114]; ciudad [178]; mar [480]; durante [139]; lugar [144]; descansar [1749]; preparar [570]; participar [593]; viajar (a) [902]; disfrutar [939]; montar [1446]; vacaciones [2641]; montaña [1464]; vista [408]; agosto [931]sin embargo [embargo-203]; coger [1001]; concierto [1456]; premio [1090]; además [155]; gente [137]; genial [2890]; permitir [218]; decidir [368]; compartir [579]; fuerte² [435] salir [114]; perder [195]; recoger [828]; entrada [767]; billete [2992]; conocer [128]; ofrecer [351]; conocido [759]; ambiente [729]; zona [359]; directo [1029]; tener lugar [lugar-144]; lado [214]; así que [que-3]; (a) pie [365]; julio [659]; norte [624]; España [N/A]; ¿cómo? [151]; sí [45]; no [11]; isla [810]; pequeño [202]; centro [316]; plaza [806]; el, la [1]; hermano [333]; hermana [3409]; río [496]; hermoso [980]; naturaleza [712]; actividad [344]; comida [906]; comer [347]; correr [343]; playa [1475]; descubrir [414]; parte¹ [92]; calle [269]; barco [1384]; allí [197]; ¿dónde? [161]; ¿cuándo? [57]; (por) ¿qué? [50]; ¿quién? [289] por² [15]; sucio [1855]; limpio [1710]; ahora [81]; me [22]; te [48]; despertar [894]; levantar [354]; llamar [122]; presentar² [235]; desayunar [>5000]; espejo [1232]; cocina [1214]; tirar [685]; jardín [1195]; grabar [1560]; reloj [1683]; pantalón [1814]; vestido [1697]; juego [409]; antes [190]; dentro [548]; encima [1140]; mi [37]; tu [53]; móvil [2143]; llave [1853];	¿Cuáles son los problemas 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 / verdes / de comercio justo / apoyemos proyectos de ayuda /creemos oportunidades de trabajo / ayudemos a evitar el consumo / 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 / pollution contaminación tanta gente sin trabajo y sin techo / tanta gente obesa y tantos drogadictos basura en las calles gente sin espacio para vivir/destrucción de los bosques / forest 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 (to) salvar el planeta (to) reducir la huella de carbono (to) ecológico/a el techo el agua de lluvia el domicilio los recursos naturales los paneles solares la arena los (eco-)ladrillos (eco-) una fábrica mudarse (de casa) Una dieta sana los alimentos foods lácteos carne, pescados y 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 cancer/combate la obesidad / reduce el riesgo de enfermedades reduces the risk of diseases evitar comer / beber... avoid eating / drinking... cambiar mi dieta llevar una dieta equilibrada preparar con ingredientes frescos engordar to 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 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 / 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		
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		perdido [1899]; moneda [1577]; cama [609]; casa [106]; nuevo [94]; papel [393]; libro [230]; botella [1878]; revista [920]; periódico [1026]; amigo [210]; zapato [1477]; cosa [69]; mesa [525]; silla [1271]; ventana [752]; puerta [274]; clase [320]; apoyar [666]; lavar [1676]; sacar [273]; delante [1742]; fuera [299]; detrás [2044]; debajo [1366] venir [118]; nivel [297]; tierra [259]; luz [278]; muerto [1103]; muerte [294]; sentarse [249]; acordarse [535]; quedarse [100]; comunidad [523]; costumbre [972]; forma¹ [119]; mexicano [849]; especial [436]; hora [160]; único¹ [214] costar [775]; preferir [714]; colocar [801]; soler [559]; probar [959]; mezclar [1567]; pan [1341]; huevo [1994]; leche [1397]; vino [1344]; dulce [1860]; tradicional [1222]; fresco [1494]; caliente [1810]; verdura [4335]; cortar [755] me² [22]; te² [48]; regalar [1420]; quitar [668]; caja [1074]; interesar [575]; importar [506]; alegrar [2252]; molestar [1377]; gustar [163]; encantar [1202]; preocupar [852]; prestar [1075]; [932]; libre [473]; máximo [935]; así [67]; partido [302]; fútbol [1471]; jugador [1019]; cine [952]; café [961]; acompañar [606]; dejar² [86]; amable [2707]; lo [10]; la [61]; música [340]; problema [145]; amiga [1172]; con [14]; otra vez [59-vez]; deporte [1489]; español¹ [262]; color [358]; plan [625]; flor [739]; hay [13]; mirar [125]; famoso [997]; bonito [891]; feo [2373]; mercado [487]; interesante [616]; regalo	he dejado de... A partir de ahora intentaré... ¡El deporte nos une! ¿Para qué sirven...? los eventos deportivos internacionales los grandes acontecimientos deportivos los Juegos Paralímpicos / Olímpicos la Copa Mundial del Fútbol Sirven para... promover... la participación en el deporte el espíritu de solidaridad / regenerar los centros urbanos / elevar el orgullo nacional / transmitir los valores de respeto y disciplina / unir a la gente / dar un impulso económico / inspirar a la gente inspire people 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... ¡Apúntate! ¿Qué estabas haciendo? 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 estaba cayendo. ¿Cómo te enteraste del/de la/ temblor / incendio forestal / huracán /tornado/terremoto / tormenta de nieve / acción humanitaria / inundaciones floods Estaba... I / He/She was... mirando/viendo las noticias / la tele /buscando informaciones en línea /charlando con un amigo / una amiga / leyendo un post en / cuando... / encontré un reportaje / un artículo / recibí un SMS / vi en las noticias / mi novio me llamó / me contó /me la historia / una organización de servicio voluntario/ una campaña para las víctimas /una caja de supervivencia Decidí apuntarme. recaudar fondos / solicitar donativos / organizamos algunos eventos / un concierto / un espectáculo de baile / una carrera de bici/ una venta de pasteles /ser solidario / Te hace sentir más conectado con los demás.		
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			[1986]; torre [2138]; noche [164]; tarde ² [392]; mañana [402]; por ¹ [15]; todo ¹ ; [472]barrio [940]; divertido [2446] les [25]; mandar [588]; contar [172]; cocinar [3704]; dolor [591]; arroz [2882]; pollo [3577]; invierno [1813]; camiseta [4130]; gafas [>5000]; gris [1751]; naranja [2924]; tanto [88]			
	Development of cultural capital	Students will look at different cities and regions in Spain e.g. Andalucía. They will also look at different festivals in the Spanish-speaking world	Students will look at popular holiday destinations and read about the development of the “Costa” holiday destinations from the 70s.	Students will look at the geography of Spain and how the environment is different in the many diverse regions.		
	Development of reading	Guided reading about Cervantes character of Don Quixote.	Students will look at an interview of a young Spanish person living in Madrid and their take on what are the main problems in their own region. https://www.teachitlanguage.co.uk/resources/ks4/environment/spanish/cu-les-son-los-problemas-de-tu-regi-n/35448	Students will look at a variety of literary texts to develop their reading and analysis skills to prepare them for these questions on the exam. Students will read about important Spanish sporting events such as “La Copa del Mundo” and “La Vuelta”.		
	Concepts –what will students be able to do at the end of the topic	By the end of this module, students will • be able to write and speak in detail about travel plans and include their opinions on these. • They will be able to discuss and write a detailed prose about festivals in the Spanish-speaking world • be able to listen, read, speak and write using three tenses. • They will be able to describe their holidays by saying what they did, where they stayed and talk	Students will be able to : • Read texts and find key information within them to answer questions. • Listen to audio recordings and find key information within them to answer questions. • Write short answers to questions posed in writing or verbally. • Verbally give short answers to questions posed either verbally or in writing. • Use key verbs in the PRETERITE tense. Form questions in Spanish.	By the end of this module, students will • be able to listen, read, speak and write in detail about different types of houses and describe the facilities that each type of house possesses. • be able to write in detail about the environment and discuss global problems. • be able to hold a conversation about international sporting events and compare more than one event. • be able to give a mature and thorough approach to discussing environmental issues and natural disasters.		



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		holidays using different tenses. •					
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10 FRENCH	Topic	<u>Theme 1 Unit 1 - Identity and Relationships with others</u>	<u>Theme 1 Unit 2 – Healthy Living and lifestyle</u>	<u>Theme 1 Unit 3 Education and work</u>		<u>Theme 2 Unit 1 Free time activities</u>	
	Core knowledge from this topic	To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. To describe members of your family or friends in detail. To say what activities you do with others. To describe your friendships with others, giving reasons for getting on/not getting on with people. To describe the qualities of a good friend. To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages.	To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. To talk about illness and injuries. To say what your lifestyle was like in the past and your future intentions.	To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams. To talk about school life and daily routine, including school, clubs and sporting activities. To describe school facilities and how you get to school. To describe your ideal school. To talk about primary school. To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans. To talk about issues at school. To say what jobs people have and list advantages of disadvantages. To describe what a job entails and places of work. To talk about the personal qualities, qualifications and skills required for a job. To talk about work experience. To discuss a dream job and your personal ambitions. To give opinions about working abroad/using language skills. To discuss unemployment.		To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams. To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. To discuss reading habits. To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. To discuss shopping habits and preferences, including favourite shop/location.	



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[illegible]



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		and narrate with reference to past, present and future events	- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes - produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 - make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events		
	Previous content that this topic builds upon	Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions	Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions	Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions	Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense



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		Family members/relationships	likes and dislikes Free time activities		
	Key vocabulary				
	Development of cultural capital	Students will explore different family models and how this might differ in France to the UK. They will also look at different types of family celebrations and how they might be different in French-speaking countries.	Students will learn about typical dishes from France and French-speaking countries. They will also look at how French people prioritise their health and well-being and how this compares to citizens of the UK.	Students will look at the differences between the French and UK education models and look at a typical day for students studying in French-speaking countries. They will also look at what job opportunities are on offer for young people.	Lots of opportunities to develop cultural capital for example, when looking at reading materials, students will have the opportunity to study the French-speaking world and read about French-speaking sports stars
	Development of reading	Guided reading about the life and works of Claude Monet	Guided reading topics: Reading about the life of Marine Le Pen	Guided reading topics: Reading about the history and culture of the capital city of Paris and reading about the customs and celebrations of Easter week and other religious festivals	Guided reading topics: Reading a historical account of the French Revolution
	Concepts –what will students be able to do at the end of the topic	Students will - be able to read, listen, speak and write in detail about different families and compare these to their own - be able to talk about different relationships and friendships - be able to hold detailed conversations about you're their identity and talk about what matters to them - be able to talk about problems and be able to ask for and give advice	Students will - be able to listen, read, speak and write using three tenses. - Be able to write and speak about making future plans for their health and wellbeing - Be able to talk about and write about their own fitness and health routines - Be able to read about and write about what makes a good or bad diet and give reasons for staying healthy and consequences for not staying healthy - Be able to listen, read and write about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc)	Students will - Be able to read and write about schools in Spain using absolute superlatives - They will be able to describe a typical day at school and complete translations activities supporting this - They will be able to talk about their own studies and the students of others and give their own opinions and understand the opinions of others - They will be able to use the conditional tense to describe how they would change their schools - They will be able to speak, listen, read and write about the teachers and things they like/don't like within their own schools - They will be able to speak about and write about a school trip in the past	Students will - be able to write a detailed account describing mealtimes and what they do as part of their daily routine. - be able to talk about illnesses and injuries and be able to hold a detailed conversation in a pharmacy as well as ordering in a restaurant. - be able to write an extended prose about a music festival or another festival they have visited in the past.



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			including consequences. Be able to talk about illness and injuries.			
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2
Year 11 FRENCH	Topic	<u>Theme 2 Unit 2 Customs, festivals and celebrations and Unit 3 Celebrity Culture</u>	<u>Theme 3 Unit 1 Travel and Tourism and places of interest and Unit 2 Media and technology</u>	<u>Theme 3 Unit 3 The Environment and where people live</u>		
	Core knowledge from this topic	To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them. To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these. To say what food is consumed on special occasions and at celebrations. To talk about a special day in the past.	Students will talk about their holidays and accommodation both in general and in the past. They will write and speak about their ideal holidays using the conditional tense. They will discuss what they can see and do on holidays as well as what they saw and did. They will talk about different French-speaking festivals. They will review holiday accommodation using the perfect tense and modal verbs and give their opinions on it. They will be able to talk about “staycation” activities.	Students will study listening, reading, writing and speaking activities based about the following topics: types of houses; the environment; healthy eating; global problems; international sporting events. Students will study and understand infographics about the environment. They will be able to talk about geography and the climate, particularly in French-speaking countries. They will be able to communicate about environmental problems whilst understanding the present tense and the passive voice. They will be able to discuss how we can work together to protect the environment and talk about day-to-day actions for protecting the environment. They will be able to discuss innovation and new technologies using être and venir de.		
	Links to the national curriculum (if applicable)	- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes - produce clear and coherent text of extended length to present facts and express ideas and opinions	- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied - Use accurate grammar, spelling and punctuation. - 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	- listen to and understand clearly articulated, standard speech at near normal speed - be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge - identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events - take part in a short conversation, asking and answering questions, and exchanging opinions - deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes - produce clear and coherent text of extended length to present facts and express ideas and opinions		



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		appropriately for different purposes and in different settings 6 • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events •	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	appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events •		
	Previous content that this topic builds upon	Food and drink Daily routine Foods and drinks Illness and injuries	Purpose of, use and formation of past (passé composé) tense. Use of possessive pronouns. Formation of questions in French Use and formation of verbs Avoir and être Travel, trips and holidays previously discussed in KS3/Year 10	Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Types of houses Diet and healthy eating		
	Key vocabulary	Lots of key vocabulary related to the following topics including: Je bois/mange/prends ... du café/lait/jus d'orange/du pain grillé/beurre/du yaourt/miel/du poulet/jambon/poisson/du saucisson/fromage/du pain/riz/du chou-fleur/raisin/de la confiture/glace/de la soupe/viande/de la mousse au chocolat/tarte au citron/de l'eau (minérale)/des fruits (m)/bananes (f)/des fraises (f)/pêches (f)/des pommes (f)/poires (f)/des légumes (m)/petits pois (m)/des champignons (m)/haricots verts (m)/des carottes (f)/pommes de terre (f)/des céréales (f)/pâtes (f)/des crudités (f)/œufs (m)/Je ne mange pas de viande/Je suis	Pourquoi voudrais-tu voyager? Je voudrais / aimerais voyager pour ... me reposer. me faire de nouveaux amis. découvrir une nouvelle culture. sortir de la routine. apprendre une nouvelle langue / un nouveau sport. Ce serait (très) intéressant / agréable / amusant. Où voudrais-tu passer tes vacances? Je voudrais passer mes vacances dans un village / à la maison / au camping / à l'hôtel. C'est où? C'est dans la *Vienne / le *Maine-et-Loire / l'*Aude. C'est en *Loire-Atlantique / à 5 minutes de la côte. Qu'est-ce que c'est? C'est un village calme sur l'eau avec des *cabanes	vingt / vingt-huit trente / trente-et-un quarante / quarante-neuf cinquante / cinquante-deux soixante / soixante-et-un / soixante-quatre / soixante-cinq soixante-dix / soixante-et-onze / soixante-seize quatre-vingts / quatre-vingt-un / quatre-vingt-six quatre-vingt-dix / quatre-vingt-treize / quatre-vingt-dix-huit cent / deux-cents trois-cent-cinquante-quatre mille mille-six-cent-quatre-vingt-quinze pour cent (vingt-deux) pour cent La proportion d'énergie *solaire utilisée à Madagascar, c'est 25%. Faux. C'est 23%. La proportion de jeunes qui connaissent l'énergie *hydroélectrique, c'est 5%. Faux. C'est 37%. l'énergie *éolienne / *géothermique* Une personne pense que le plus grand problème, c'est (Cinq) personnes pensent que ... Quel est le plus grand problème, à ton avis? À mon avis, le plus grand problème, c'est l'*extinction des espèces. Et pour toi, quel est le plus grand problème? Je pense que le plus grand problème, c'est la pollution.		



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		végétarien(ne). un paquet de ... un kilo de ... une bouteille de ... un pot decinq cents grammes de ...quatre tranches de ...un morceau de ...un litre de ... une boîte de ... faut aller ... à la boucherie/à la boulangerie/à la charcuterie/à la pâtisserie/à l'épicerie (f)/au marché D'habitude, je porte ... Je vais mettre ... J'ai mis ... un blouson, un chapeau ,un collant, un costume, un jean moulant, un manteau, un pantalon, un polo, un pull, un sac à main, un short, un sweat à capuche, un tee- shirt, une casquette, une ceinture, une chemise, une cravate, une écharpe, une mini-jupe, une robe, une veste, des baskets (f), des bottes (f), des chaussettes (f), des chaussures (f), des gants (m), des lunettes de soleil (f), blanc(he)(s), bleu(e)(s), gris(e)(s), jaune(s), kaki, marron, mauve(s), noir(e)(s), orange, rose(s), rouge(s), vert(e)(s), en coton/cuir/laine/soie, rayé(e), à carreaux, de marque, habillé(e), de couleur vive, multicolore, clair(e), foncé(e), tous les jours sauf Je vais au lycée ... en bus/en scooter/en voiture/à pied, je dois me lever tôt, je prends mon petit-déjeuner je quitte la maison, je peux rester au lit/faire la grasse je dois faire mes devoirs, je mange avec ma famille, je regarde un peu la télé je peux me détendre un peu, je reste à la maison/chez moi, je sors avec mes copains, je dois aider ma	*flottantes / une maison *troglodyte historique et *confortable / un camping avec logements *insolites / un hôtel-château au cœur d'une vieille ville. Qu'est-ce qu'il y a là-bas? Il y a une piscine / des petits bateaux / un grand choix de restaurants / trois chambres / une belle vue sur l'église, la rivière et la campagne / des jeux pour enfants / des terrains de sport / des *balcons / un grand jardin. Qu'est-ce qu'on peut y faire? On peut profiter de la nature / découvrir une belle région / vivre une expérience unique / se couper du monde / *s'amuser en famille à la plage / faire du sport / se faire plaisir / vivre comme un roi. Quel type de vacances aimerais-tu mieux? J'aimerais mieux ... des vacances *reposantes. des vacances *éco- responsables. des vacances culturelles. des vacances *d'aventures. Où passerais-tu tes vacances idéales? Je passerais mes vacances ... à la campagne / montagne. sur une île ou sur la côte. en ville. Comment voyagerais-tu? Je voyagerais ... en avion *privé / bateau / train à grande vitesse. à dos de *chameau. Où *logerais-tu? Je *logerais ... sous une tente. dans un hôtel de *luxe / une ferme / un château. Il vaut la peine de/d'... Il vaut mieux ... Il faut ... On peut ...	l'utilisation des ressources naturelles les déchets industriels / *personnels les effets du changement *climatique la *déforestation au printemps / en été / en automne / en hiver la population la capitale la plus longue rivière la plus haute montagne la plus grande forêt les problèmes les plus importants La moins grande forêt est la forêt *Sihlwald. La forêt *tropicale *congolaise est plus grande que la forêt Sihlwald. Le *Rhin est moins long que le *Mackenzie. Tu as raison / tort. C'est vrai / faux. Il fait chaud / froid. Il pleut. Il y a du brouillard. Quelles sont les plus grands menaces pour l'environnement? Le climat /monde naturel / planète La crise /mer / pollution / population humaine Les espèces animales / fleurs / forêts / humains / poissons ... est/sont menacé(e)(s) par ... est/sont amélioré(e)(s) par est/sont protégé(e)(s) par ... est/sont touché(e)(s) par ... le réchauffement de la planète / la circulation / la destruction des (forêts) / le taux de *carbone présent dans l'air / le changement *climatique / la faim et la guerre / le niveau de la mer qui augmente. notre climat / environnement Quel temps fera-t-il à ...? Il fera beau / chaud / froid / mauvais. Il y aura du soleil / du vent / du brouillard. Il *pleuvra. Il *neigera. Quelle est la chose la plus importante à faire pour protéger l'environnement? Il faut ... manifester pour des organisations vertes. participer aux élections / aux débats *politiques / aux manifestations pour/contre développer la coopération globale. être bénévole pour des projets verts. arrêter de fabriquer des produits en plastique. voter pour un gouvernement qui *finance la recherche en énergies vertes. organiser des manifestations pour la protection des espèces. le recyclage / la destruction des forêts / les humains / la pollution / les espèces / aux élections / le changement		
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		mère/mon père, je vais au cinéma/au bowling Ma fête préférée est ... D'habitude, je le/la fête ... On fait/décore/se souhaite ... D'abord, on mange/boit ... suivi(e)(s) d'...une dinde, une bûche de Noël, Dedans, il y a ... Je grignote après l'école. Je ne grignote jamais en dehors des repas. Je regarde la télé en mangeant le soir. Dans ma famille, on ne regarde pas la télé en mangeant. Je suis né(e) en ...Je viens de fêter ... Il y a (trois) mois, j'ai fêté ... C'était mon quatorzième/quinzième anniversaire ...J'ai reçu beaucoup de ... J'ai invité ... à un barbecue/une fête chez moi. Je suis allé(e) au mariage (de mon oncle) à la mairie avec toute ma famille. On a mangé/écouté/dansé/joué/fait/vu ... C'était une excellente soirée! Pour fêter mon prochain anniversaire le jour férié, le jour de l'An, la fête des Rois/l'Épiphanie, la Chandeleur à part, bien sûr, chez (moi), d'habitude, de temps en temps, en revanche, ensuite, jusqu'à, parfois , sauf, si, sinon, tôt, vite, la moitié de, trois quarts de, un quart de, un tiers de, une personne sur (cinq).	essayer les plats locaux. découvrir la culture corse. faire une visite en bateau. pratiquer un sport *extrême. prendre le soleil sur la plage. acheter des cadeaux et des produits *typiques (de l'île). traverser le pont du *Vecchio en train. aller au marché. faire une promenade en *trottinette *électrique. monter jusqu'au *sommet d'une montagne. réserver toutes les activités. visiter le musée de *Bastia / un des nombreux lieux *touristiques. Comment est-ce que tu t'es reposé(e)? Est-ce que tu t'es reposé(e)? Où peut-on prendre un taxi? Peut-on prendre un taxi? Qu'est-ce qu'on peut faire dans la région? Qu'est-ce que tu as fait récemment en vacances? Que fais-tu pour te reposer? Qu'est-ce qu'il vaut mieux visiter? Pourquoi? Quels plats est-ce qu'il faut absolument essayer dans la région? Je me suis reposé(e) à la plage. J'ai lu un livre. La fête (de la mer), qui se passe (en juillet), dure (quatre jours). Il y a ... Pendant le défilé, on voit ... C'est une fête ... Je suis allé(e) à la fête / au *carnaval. Il y avait des bateaux *décorés et *colorés / des *danseurs / de la musique. J'ai essayé des plats locaux. J'ai dansé avec le défilé. En avril dernier, je suis allé(e) chez ma tante à	*climatique / la protection de la mer / le réchauffement de la planète / la nature Personne ne *doute de sa passion. Rien n'arrête (Victor). <i>Introducing opinions in a variety of ways:</i> À mon avis, ... En ce qui me concerne, ... Je pense que ... Je crois que ... Je trouve que ... <i>Improving your text:</i> Il/Elle trouve que / croit que régulièrement / l'année dernière / en plus Qu'est-ce que tu fais pour protéger l'environnement? J'utilise du papier recyclé. Je *trie mes déchets. Je *me douche au lieu de prendre un bain. Je ne mange jamais de viande. Je recycle le plastique. Je fais des petits *gestes. en séparant le plastique, le papier et le verre en achetant ... en *réutilisant les sacs en plastiques en jouant ... en finissant ... en ayant ... en étant ... en mangeant ... en recyclant ... Quand tu étais plus jeune, qu'est-ce que tu faisais pour protéger l'environnement? Quand j'étais plus jeune, j'utilisais / je faisais / je prenais / j'allais ... Et maintenant, qu'est-ce que tu fais pour protéger l'environnement? Maintenant, j'utilise / je fais / je prends / je vais ... Et la semaine dernière, qu'est-ce que tu as fait? La semaine dernière, j'ai utilisé / j'ai fait / j'ai pris / je suis allé(e) ... Qu'est-ce que vous faites comme métier? Je suis *ingénieur(e). Je fais des recherches sur les nouvelles technologies. Je suis en train de développer l'énergie *éolienne / *rechercher l'énergie *hydroélectrique. Quand vous étiez jeune, qu'est-ce que vous faisiez pour protéger l'environnement? Je triais mes déchets et j'achetais des produits verts. À votre avis, qu'est-ce qu'il faut faire pour lutter contre le réchauffement de la planète? À mon avis, il faut organiser des manifestations contre la pollution. À mon avis, nous devons/on doit/il faut améliorer la qualité des transports *électriques et nous devons/on doit utiliser plus d'énergie *éolienne. Qu'est-ce que vous avez fait pour l'*innovation verte? J'ai *recherché des technologies pour *purifier l'air.		
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		*Madagascar, où on a/nous avons célébré / fêté la fête du *riz. On regardait/Nous regardions des vêtements au marché quand on a/nous avons entendu la musique dans la rue. Un soir, nous avons mangé un grand repas en famille. J'ai essayé sept plats avec du *riz. C'était délicieux! J'ai passé ... J'aime / Je n'aime pas l'hôtel parce qu' ... il est ... / il n'est pas ... / il y a ... / il n'y a pas de ... Il y avait trop de ... Il n'y avait pas assez de ... Il n'y avait aucun(e) ... Il n'y avait ni ... ni ... papier toilette / *sèche-cheveux *ascenseur / salle de jeux / *wifi place dans le *parking / restaurant Il n'y avait qu'une petite fenêtre. La chambre / Le lit (n')était (pas)... trop petit(e) / propre. Le restaurant / La piscine était ... fermé(e). La lumière / La carte d'*accès / Internet ... ne marchait pas. J'ai dû ... demander de l'aide / aller en ville. Je n'ai pas pu ... faire de natation / prendre l'*ascenseur. J'aimerais (bien) / Je n'aimerais pas ... retourner à cet hôtel. <i>Positive and negative opinions :</i> Il n'y avait aucun bruit / aucune place libre / aucun équipement dans la salle de jeux. Il faisait trop chaud. Le mieux / pire, c'est / c'était (que) ...	Je viens de développer les *piles à *hydrogène. Récemment, j'ai organisé une manifestation. Je viens de parler à une conférence. À l'avenir, qu'est-ce que vous ferez pour protéger l'environnement? Je continuerai à *rechercher de nouvelles technologies. J'améliorerai la qualité des transports *électriques. À l'avenir, je développerai les transports verts.		
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			mais / cependant / par contre / de l'autre côté Bonjour. Je peux vous aider? Nous avons une réservation pour une chambre / deux chambres pour deux personnes / une personne. Pas de problème. C'est pour combien de nuits? C'est pour (trois) nuits / une nuit. Très bien. Vous avez déjà réglé la réservation en ligne? Non. Ça coûte combien? Ça coûte (soixante-dix) euros par nuit. Vous voulez payer comment? Je voudrais payer *en espèces / par carte. Je peux voir vos *passeports, s'il vous plaît? Oui, les voilà. Est-ce qu'il y a Internet / une vue sur la mer / une piscine / une salle de jeux dans l'hôtel? Oui, bien sûr. Bonne soirée! Ce sera bientôt les vacances! Qu'est-ce qu'on fera? S'il fait beau / chaud / mauvais / froid, ... S'il y a du soleil / du vent, ... S'il pleut, ... j'enregistrerai une chanson. je prendrai mon vélo. j'organiserai un concert. je me reposerai sur la plage. je ferai du camping / une promenade. j'irai à une expérience de réalité *virtuelle / à la campagne / au centre sportif. je ferai une appli. je jouerais au basket. je resterais chez moi. Que feras-tu ce week-end? Vendredi soir, / Samedi, / Samedi matin, ... Normalement / *D'habitude, pendant les grandes vacances, ... je reste ... / je vais ...		
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			il/elle doit ... / il/elle veut ... L'été dernier / L'année dernière, ... j'ai passé du temps / mes vacances ... je suis allé(e) ... il/elle a pris ... / il/elle a fait ... / il/elle est allé(e) ... nous avons décidé de ... Il faisait gris. / Il y avait du vent. / Il pleuvait. / C'était ... Cet été, j'irai / je ferai / ce sera ... Je n'ai pas encore décidé.			
	Development of cultural capital	Students will look at different cities and regions in France e.g. the Dordogne. They will also look at different festivals in the French-speaking world	Students will look at popular holiday destinations across the French-speaking world Students will have an insight to holiday destinations in French-speaking countries e.g. Corsica	Students will look at the geography of France and how the environment is different in the many diverse regions. Students will look at what and how we can improve environmental problems in French-speaking countries e.g. Madagascar Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam. Wider use of authentic texts / audios will allow students to experience Spanish in different ways.		
	Development of reading	Guided reading about Le Petit Prince and it's significance on today's society	Students will look at an interview of a young French person living in Paris and their take on what are the main problems in their own region. Guided reading topic: Allez les bleus – The French National football team	Students will look at a variety of literary texts to develop their reading and analysis skills to prepare them for these questions on the exam. Students will read about important French sporting events such as the Tour de France and it's impact on the economy.		
	Concepts –what will students be able to do at the end of the topic	By the end of this module, students will - be able to write and speak in detail about travel plans and include their opinions on these. - They will be able to discuss and write a detailed prose about festivals in the Spanish-speaking world - be able to listen, read, speak and write using three tenses.	Students will be able to : - Read texts and find key information within them to answer questions. - Listen to audio recordings and find key information within them to answer questions. - Write short answers to questions posed in writing or verbally. - Verbally give short answers to questions posed	By the end of this module, students will - be able to listen, read, speak and write in detail about different types of houses and describe the facilities that each type of house possesses. - be able to write in detail about the environment and discuss global problems. - be able to hold a conversation about international sporting events and compare more than one event. - be able to give a mature and thorough approach to discussing environmental issues and natural disasters.		



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		- They will be able to describe their holidays by saying what they did, where they stayed and talk holidays using different tenses.	either verbally or in writing. Use key verbs in the PRETERITE tense. Form questions in Spanish.			
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