

Yr10 Identity and Relationships with Others – Journey of Knowledge

Context and Introduction to Unit – People and lifestyle – Identity and relationship with others.

Pupils will learn how to describe themselves and others (personality and physical aspects) using ‘ser’ and ‘estar’ and the present tense of ‘tener’. They will also learn how to talk about friends using reflexive verbs and the modern family structure using common irregular verbs.

Prior knowledge (KS3)

‘Ser’, ‘estar’ and ‘tener’ Daily routine reflexive verbs from Year 8. Adjective agreements. The definite article

CORE KNOWLEDGE – STICKY KNOWLEDGE VOCABULARY

¿Qué tipo de persona eres? – What type of person are you?

- Pupils will state a range of adjectives and understand masculine/feminine/plural forms. Pupils will also understand when to use ‘ser’ and ‘estar’. Pupils will make comparisons between themselves and others.

Personalidad y aspecto físico – Personality and physical descriptions

- Pupils will describe hair and eyes using the present tense of ‘tener’ and learn more personality adjectives.

Los amigos - Friends

- Pupils will be able to describe their relationships with friends using reflexive verbs and use possessive adjectives correctly.

La familia moderna – The modern family

- Pupils will state the make up of modern families and use common irregular verbs with linking words.

Disciplinary Knowledge - KEY VOCABULARY AND CORE CONCEPTS

Adjectives in their masculine, feminine and plural forms

MASCULINE SINGULAR	FEMININE SINGULAR	MASCULINE PLURAL	FEMININE PLURAL
Divertido	Divertida	Divertidos	Divertidas
Feliz	Feliz	Felices	Felices

The verbs ‘ser’, ‘estar’ and ‘tener’ in the present tense:

	SER	ESTAR	TENER
Yo (I)	Soy	Estoy	Tengo
Tú (you, singular)	Eres	Estás	Tienes
Él/ella (He/she/it)	Es	Está	Tiene
Nosotros (We)	Somos	Estamos	Tenemos
Vosotros (You, plural)	Sois	Estáis	Tenéis
Ellos/ellas (They)	Son	Están	Tienen

Reflexive verbs such as: *pelearse, preocuparse* and *casarse*.

Possessive adjectives:

	Masculine	Feminine
My	Mi(s)	Mi(s)
Your (singular)	Tu(s)	Tu(s)
His/her/its	Su(s)	Su(s)
Our	Nosotros(s)	Nosotros(s)
Your (plural)	Vuestro(s)	Vuestra(s)
Their	Su(s)	Su(s)

Mi amigo se llama Hugo. Tiene los ojos marrones y el pelo negro y largo. Puede ser un poco orgulloso a veces, pero es optimista y práctico. Me llevo bien con Hugo y su familia. Su hermano es muy responsable y independiente.

Personal Description

- Tengo el pelo largo/ corto/ rubio/ castaño/ negro/ pelirrojo
- Tengo los ojos azules/verdes/marrones
- Llevo gafas
- (No) Soy alto/bajo/feo/guapo/delgado/ gordo
- Relationships
- (No) Me llevo bien con...
- (No) Me cae bien con....
- Ojalá mi madre fuera más.....
- No me llevaría tan bien con mi madre si no fuera tan....

Yr10 Free Time – Journey of Knowledge

Context and Introduction to Unit – Popular Culture – Free Time.

Pupils will learn how to talk about a wide range of hobbies, including extreme sports and some unusual hobbies. They will be able to discuss television and film.

Prior knowledge (KS3)

Free time activities

Adverbs of frequency

The preterite tense

The superlative

CORE KNOWLEDGE – STICKY KNOWLEDGE

☐ **¡Mi tiempo libre es infinito! – My free time is infinite!**

- Pupils will describe a wide range of hobbies.
- Pupils will use expressions followed by the infinitive to explain what they like to do in their free time.
- Pupils will use the present tense to talk about how often they do activities.
- Pupils will employ verbs with prepositions.

☐ **¿Qué harás? – What will you do?**

- Pupils will learn how to form and use the simple future tense.
- Pupils will explain what activities they will do in the future.

☐ **Mi tiempo es oro – Time is money**

- Pupils will describe unusual hobbies.
- Pupils will use superlatives.
- Pupils will be aware of first-person spelling changes in the preterite tense.

☐ **¡Nos gusta el riesgo! – We like risk!**

- Pupils will learn to talk about extreme sports they would like to do and why.

Disciplinary Knowledge - KEY VOCABULARY AND CORE CONCEPTS

• **El tiempo libre – Free time**

- Jugar al tenis/ al baloncesto/ al baloncesto/ al croquet/ a las cartas/ a los videojuegos
- Hacer atletismo/ alpinismo/ escalada/ footing/ ciclismo/ natación/ equitación/ patinaje/ vela
- Ir de compras/ al cine/ de pesca
- Montar a caballo/ en bici
- Ver/ montar/ escuchar/ patina/ nadar/ escuchar/ leer

Expressions that use the infinitive

- Suelo, prefiero, me chifla, me mola, odio
- Acabo de, después de, antes de
- Quiero, espero, tengo que, pienso

Los Deportes de Riesgo

- La escalada, la corrida, el snowboard, el parkour, el wakeboard
- El alpinismo, el buceo, el submarinismo, el rappel
- El salto en bungee, el piragüismo, el paracaidismo, el prarapente
- **GRAMMAR**
- The present continuous tense: Estoy hablando (I am talking), Estoy comiendo (I am eating).
- Common irregular gerunds: leyendo (reading), trayendo (bringing), cayendo (falling), yendo (going)
- Verbs with prepositions: acordarse de (to remember), aprender a (to learn to), pensar en (to think about), consistir en (to consist of)
- Conditional tense: Me gustaría, le gustaría, nos gustaría, Sería
- Simple future tense of irregular verbs ir (iré), hacer (haré) and salir (saldré)

Presente Tense of regular –ar, -er, -ir verbs

Present Tense	-ar verbs Escuchar	-er verbs Comer	-ir verbs Escribir
I	Escucho	Como	Escribo
You	Escuchas	Comes	Escribes
He/She	Escucha	Come	Escribe
We	Esuchamos	Comemos	Escribimos
You (pl)	Esucháis	Coméis	Escribís
They	Escuchan	Comen	Escriben

Simple Future Tense of regular –ar, -er, -ir verbs

Future tense	-ar verbs Escuchar	-er verbs Comer	-ir verbs Escribir
I	Escucharé	Comeré	Escribiré
You	Escucharás	Comerás	Escribirás
He/She	Escuchará	Comerá	Escribirá
We	Esucharemos	Comeremos	Escribiremos
You (pl)	Esucharéis	Comeréis	Escribiréis
They	Escucharán	Comerán	Escribirán

Yr10 P2S2: El transporte– Journey of Knowledge

Context and Introduction to Unit - Local, national, international and global areas of interest - Transport

In this unit pupils will learn how to talk about public transport

Prior knowledge (KS3)

Comparisons Weather expressions adjectival agreements Frequency phrases Present tense

The bigger picture:

Career of the month – Pilot/ Flight Attendant

Where are we today? – Madrid metro system

CORE KNOWLEDGE – STICKY KNOWLEDGE

El Transporte

Pupils will state modes of transport and use them to discuss how they travel; whether that be to school or to go on holiday and they will justify their choices using a range of adjectives.

They will use adverbs of frequency to explain how often they use certain modes of transport and will use ‘if clauses’ to show how their choices may change depending on certain circumstances like the weather.

Pupils will also use comparisons and superlatives to discuss which modes of transport are better than others.

Pupils will learn about the Spanish Metro system in Madrid and learn how to read a metro map, looking at the different symbols and what they represent.

Disciplinary Knowledge

VOCABULARY

Modes of transport – modos de transporte

- Voy en bicicleta/autobús/coche/pie/avión/autocar/barco/monopatín/tren

Comparing modes of transport- ¿Cómo son los modos de transporte?

- Caro/barato/Ruidoso/tranquilo/cómodo/incómodo/rápido/lento/confinable/ecológico
- Comparatives – viajar en tren es más cómodo que viajar en autobús

Adverbs of frequency ¿Con qué frecuencia viajas en...?

- Todos los días/siempre/nunca/de vez en cuando/a menudo/a veces/normalmente/una vez a la semana/los sábados/normalmente/en verano...
- Saying how the weather affects your travel habits – Cuando hace sol voy en pie
- Cuando + weather type
- Si + weather type
- Hace sol/hace calor/hace frío/hace viento/hace buen tiempo/hace mal tiempo/llueve/nieva/hay tormenta
- Giving justifications – cuando hace sol voy en bicicleta porque es más sano y menos caro

GRAMMAR

- Coger (to take/catch – type of transport) – 1st and 3rd person present tense
- Montar en bicicleta/a caballo
- Preferir (prefiero/prefiere) – 1st and 3rd person, present tense
- Ir (voy/va) – 1st and 3rd person present tense
- Cuando/si + hace + weather
- Comparisons and superlatives

Extended Writing

Escribe sobre el transporte (90-120 words).

Reading is power

A range of texts and magazine excerpts linked to theme of transport.

WHERE NEXT?

The topic of transport is revisited in the topic of holidays.

This links to KS4 Theme 3 Communication and the world around us.

Yr10 P2S2: Holidays – Journey of Knowledge

Context and Introduction to Unit - Local, national, international and global areas of interest – Tourism - Holidays

Pupils will learn how to discuss where they spend their holidays, referring to at least three tenses.

Prior knowledge (KS3) (Year 10)

Giving high level opinions

Free time activities and extreme sports

Countries

Transport

Weather

Local area

CORE KNOWLEDGE – STICKY KNOWLEDGE

☐ **¿Adónde fuiste? – Where did you go?**

Pupils will learn how to explain where they spent their holiday including who they went with and how they travelled. Pupils will also be able to give details about the journey including opinion.

☐ **¿Dónde te alojaste? – Where did you stay?**

- Pupils will contrast the past and the imperfect tenses to describe accommodation.
- Pupils will explain where they stayed during their holidays and describe what the chosen accommodation was like including facilities.
- Pupils will use high level structures to describe what the good and bad was about their chosen accommodation.

☐ **¿Qué hiciste? – What did you do?**

- Pupils will describe what they did during their holidays including a change of person and time expressions.
- Pupils will give opinions on their holidays.

☐ **¿Adónde te gustaría ir de vacaciones en el futuro? – Where would you like to go on holiday in the future?**

- Pupils will use the conditional tense to explain where they would like to go on holiday in the future if money were no object.

Disciplinary Knowledge - VOCABULARY

☐ **¿Adónde fuiste? – Where did you go?**

- *Fui a.... Pasé mis vacaciones en.... + country*
- *Viajé/ Viajamos en.... +transport*
- *Fui con... mi familia / mis amigos/ mis Abuelos/ mis padres/ mi colegio*
- *El viaje / El vuelo duró..... horas*

☐ **¿Dónde te alojaste? – Where did you stay?**

- *Me alojé en... Nos alojamos en....(un hotel/ un camping/ unalbergue juvenil)*
- *Me quedé en/ Nos quedamos en... (la casa de mis abuelos)*
- *El hotel tenía.... Una piscina/ un restaurante/ un gimnasio/ una cancha de tenis/ una sala de juegos*
- *En el hotel había...*
- *Lo pasé bomba/ fenomenal/ estupendo porque.....*

☐ **¿Qué hiciste? – What did you do?**

alquilé una bici, comí comida deliciosa, compré recuerdos, conocí a un chico simpático / una chica simpática, descansé en la playa, di un paseo, jugué con mis primos, nadé en el mar, probé platos típicos, saqué fotos, tomé el sol, visité lugares históricos

☐ **¿Adónde te gustaría ir de vacaciones en el futuro?**

- *Si tocara la lotería iría a.... Si tuviera un millón de euros me gustaría ir a....*

GRAMMAR

- ☐ Past tense – 1st person singular and plural and 3rd person.

- ☐ Reflexive verbs ‘alojarse’

- ☐ Conditional tense– 1st person singular and plural and 3rd person.

Extended Writing

Write a to your Spanish friend about a recent holiday..

Reading is power

A range of texts and magazine excerpts linked to theme of holidays.

WHERE NEXT?

This links to KS4 Theme 1: Lifestyle – Health and fitness. In this unit pupils will revisit reflexive verbs as well as food and drink and sporting activities.

Yr10 P2S2: Customs, Festivals and Celebrations – Journey of Knowledge

Context and Introduction to Unit – Theme 2 – Popular Culture

Pupils will learn how to discuss Hispanic festivals and compare them to those celebrated in the UK, referring to at least three tenses.

Prior knowledge (KS3) (Year 10)

Giving high level opinions

Food and drink

Countries

Family and Relationships

Weather

Local area

CORE KNOWLEDGE – STICKY KNOWLEDGE

❑ Celebramos (1) – Let's celebrate

Pupils will learn how to talk about common celebrations in the UK, saying how they celebrate and naming key traditions and celebrations in Spanish.

❑ Celebramos (2)

Pupils will learn how to talk about an array of festivals, traditions and celebrations from across the Hispanic world.

❑ Comimos juntos – We ate together

Pupils will learn how to use the preterite tense to give an account of a celebration (food, family, music, sequencing of events, etc.)

❑ Solíamos celebrar – We used to celebrate

Pupils will learn to use the imperfect tense to say how they used to celebrate an event/festival/tradition compared to now.

Disciplinary Knowledge - VOCABULARY

❑ Celebramos (1)

- Nochebuena – Christmas Eve
- El día de la Navidad – Christmas Day
- Nochevieja – New Year's Eve
- El día de año nuevo – New Year's Day
- Día de Brujas – Halloween
- Pascua/semana santa – Easter

Hacemos una comida – we make a meal
Bebemos vino – we drink wine
Salimos con amigos – we go out with friends
Visitamos a familia – we visit family
Vamos a una fiesta – we go to a party
Damos regalos – we give presents

❑ Celebramos (2)

Enero	El Día de los Tres Reyes Magos	España
Febrero	Carnaval	España (Cádiz)
Marzo	Las Fallas	Valencia
Abril	Semana Santa	España (Sevilla)
Mayo	San Isidro	Madrid
Junio	San Juan	El Sur de España
Julio	San Fermín	Pamplona
Agosto	La Tomatina	Buñol (cerca de Valencia)
Octubre	El Día de los Muertos	México
Diciembre	Noche Buena Navidad Noche Vieja	España

❑ Solíamos celebrar – We used to celebrate

Solía – I used to Solíamos – we used to

GRAMMAR

❑ Preterite tense of verbs.

❑ Imperfect tense of verbs.

Extended Writing

Write a to your Spanish friend about how you celebrated a particular occasion and compare it to what you used to do.

Reading is power

A range of texts and magazine excerpts linked to theme of celebrations and festivals.

WHERE NEXT?

This links to KS4 Theme 2: Local, national, international and global areas of interest - Topic 1: Home, town, neighbourhood and region – describing what your region was like in the past.

❑ Comimos juntos – We ate together

yo	hablé
tú	hablaste
él/ella/usted	habló
nosotros	hablamos
vosotros	hablasteis
ellos/ellas/ustedes	hablaron

yo	í
tú	iste
él/ella/usted	ió
nosotros	imos
vosotros	isteis
ellos/ellas/ustedes	ieron

Regular Spanish Verbs Conjugated In The Imperfect Tense

by DavidSpanish.com

Subject	to speak -ar (hablar)	to eat -er (comer)	to live -ir (vivir)
yo	hablaba	comía	vivía
tú	hablabas	comías	vivías
él/ella/usted	hablaba	comía	vivía
nosotros	hablábamos	comíamos	vivíamos
vosotros	hablabais	comíais	vivíais
ello(a)s ustedes	hablaban	comían	vivían

Yr10 P2S2: Education and Work Part 1 – Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how to talk about their current and future studies and describe their school in detail.

Prior knowledge (KS3)

Justifying opinions adjectival agreement comparatives and superlatives Lo bueno/ malo/ mejor/ peor Telling the time Past/Future tense Se puede

CORE KNOWLEDGE – STICKY KNOWLEDGE - VOCABULARY

¿Qué estudias? What do you study?

Pupils will be able to state what subjects they study, don't study and no longer study. They will also learn how to justify opinions of subjects in a number of ways and taking into consideration the agreement of adjectives. Pupils will also use the future tense to talk about what they are going to study when they leave their school.

¿Cómo es tu colegio? What is your school like?

Pupils will learn how to describe their school by saying what it is like and what facilities it has. Pupils will also give their opinions of their school by saying what the good or bad thing is about it and give information about the school day such as what time school starts and finishes. Pupils will also learn how to talk about what changes they would make to the school.

Disciplinary Knowledge VOCABULARY

- ☐ **Las asignaturas: School subjects** ¿Qué estudias? Estudio = I study
 - *el inglés, el dibujo, el francés, el diseño, el español, el comerio, el teatro*
 - *La historia, la geografía, la química, la biología, la tecnología, la informática, la música, la educación física* LAS CIENCIAS LAS MATEMÁTICAS
- ☐ **Opinions**
 - *me gusta/n, me encanta/n, prefiero, no me gusta/n, odio,*
 - *me da/n igual, no soporto [I can't stand], Mi asignatura favorita es...*
- ☐ **Adjectives** *ya que es/ son... porque es/son... dado que es/ son...*
 - *aburrido, creativo, active,divertido, práctico, interesante, importante , difícil, fácil, útil, inútil, guay*
- ☐ **Higher level reasons**
 - *Aprendo mucho en clase, me lo paso bien, saco buenas notas, se me da bien, es demasiado...*
 - *No aprendo nada en clase, no me gusta el professor, se me da mal*
- ☐ **¿Cómo es tu colegio? What is your school like?**
 - *Mi colegio es... (muy/bastante) moderno, grande, acogedor, aminado, antiguo, feo*
 - *es mixto/ femenino/masculino, es muy conocido en mi barrio, está cerca de mi casa*
- ☐ **¿Qué hay en tu colegio? What is there in your school?**
 - *lo bueno/malo de mi colegio es que...Lo mejor/peor de mi colegio es que...*
 - *Hay = there is/are tenemos = we have tiene = it has*
 - *ochocientos alumnos, muy buenas instalaciones, un gimnasio moderno, una biblioteca grande, un comedor grande, tenemos/hay cincuenta profesores, tenemos una piscina enorme*
 - *hay muchas actividades extra escolares, los profes son simpáticos, los profes son severos*

GRAMMAR

- ☐ Present tense- Opinions + adjectives (adjectival agreement)
- ☐ 3rd person verbs in present tense to describe school buildings/ facilities
- ☐ Comparatives (more/less/ better/ worse) & Superlatives – comparing school subjects
- ☐ Expressing more complex opinions – stating why school is good/ bad

ABOVE AND BEYOND VOCABULARY

- ☐ **Nuestro colegio debería tener...**
[Our school should have...]
 - *más aulas/ laboratorios [more classrooms/ labs]*
 - *una mejor calefacción [better heating]*
 - *más tecnología [more technology]*
 - *más instalaciones deportivas / una piscina*
[more sports facilities / a pool]
- ☐ **Ojalá mi colegio tuviera... [I wish my school had...]**
 - *más... / menos... / mejor... [more, less, better]*
- ☐ **ABC language / Academic talk**
 - *A mi juicio*
 - *En mi opinión*
 - *(No) Merece la pena*
 - *Diría que, creo que, pienso que*
 - *A mi modo de ver*
 - *Lo que tengo que decir es...*
 - *Supongo que*

GRAMMAR

- ☐ Conditional tense
- ☐ Debería tener/ ser
- ☐ Ojalá + subjunctive

Yr10 P2S2: Education and Work Part 2 – Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how to talk about their current and future studies and describe their school in detail.

Prior knowledge (KS3)

Justifying opinions adjectival agreement comparatives and superlatives Lo bueno/ malo/ mejor/ peor Telling the time Past/Future tense Se puede

CORE KNOWLEDGE – STICKY KNOWLEDGE - VOCABULARY

Las reglas/Las normas The rule

Pupils will learn how to discuss school rules by using a number of expression that use the infinitive. Pupils will also give their opinions of the different school rules and state which rules they would change.

¿Qué estudiaste ayer? What did you study yesterday?

Pupils will use the past tense to describe what they did at school yesterday, including past tense opinions.

¿Qué vas a estudiar mañana? What are you going to study tomorrow?

Pupils will use the immediate future tense to describe what lessons they have tomorrow and what they are going to do after school.

CORE KNOWLEDGE – STICKY KNOWLEDGE - VOCABULARY

☐ **Las reglas: School rules**

☐ **No se puede... Está prohibido...**

- *comer chicle en clase. [to eat chewy in class.] llegar tarde. [to arrive late.]*
- *llevar maquillaje. [to wear make up.] llevar zapatillas de deporte [to wear trainers to school.]*

☐ **Tenemos que... Hay que...**

- *llevar uniforme. [wear uniform.] asistir a todas las clases. [go to all classes.]*
- *mostrar respeto a los profesores. [show respect to the teachers.]*

☐ **Giving your opinion on school rules**

- **En mi opinión...** [In my opinion...] **Como yo lo veo...** [as i see it...]
- **A mi modo de ver...** [From my point of view...]
- *las normas son demasiado estrictas ya que siempre me castigan.*
- *[the rules are too strict as I always get told off.]*
- *las reglas no son suficiente severas. [the rules are not strict enough.]*
- *deberíamos tener menos normas ya que estresan mucho a los estudiantes. [we should have less rules as they stress out the students.]*

☐ **¿Qué estudiaste ayer? What did you study yesterday?**

- **Ayer estudié...** [+any school subject]
- **Fue...** = it was **Fueron** = they were

☐ **¿Qué vas a estudiar mañana? What are you going to study tomorrow?**

- **Mañana voy a estudiar...** [+any school subject]
- **Va a ser...** = it is going to be... **Será...** = it will be...

GRAMMAR

- ☐ 3rd person verbs in present tense to describe school rules
- ☐ Expressing more complex opinions – stating what you think of rules and why
- ☐ 1st and 3rd person past and future tense of **ESTUDIAR = to study**

ABOVE AND BEYOND

VOCABULARY

☐ **Las reglas debería ser...**

- [the rules should be...]*
- *más... / menos... / mejor... [more, less, better]*
- *severas, estrictas, flexibles, tontas, razonables,*

☐ **Ojalá las reglas fuera... [I wish the rules were...]**

- *más... / menos... / mejor... [more, less, better]*
- *severas, estrictas, flexibles, tontas, razonables,*

☐ **Stating future plans**

☐ **Cuando sea mayor...** [When I'm older...]

☐ **Cuando deje colegio...** [When I leave school...]

☐ **Cuando termine mis estudios...** [When I finish my studies...]

☐ **Cuando tenga 18 años...** [When I turn 18...]

☐ **ABC language / Academic talk**

- *A mi juicio*
- *En mi opinión*
- *(No) Merece la pena*
- *Diría que, creo que, pienso que*
- *A mi modo de ver*
- *Lo que tengo que decir es...*

Yr10 P2S2: Education and Work Part 3 – Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how to talk about their current and future studies and describe their school in detail.

Prior knowledge (KS3)

Justifying opinions adjectival agreement comparatives and superlatives Lo bueno/ malo/ mejor/ peor Telling the time Past/Future tense Se puede

CORE KNOWLEDGE – STICKY KNOWLEDGE - VOCABULARY

En que trabajas? En que trabaja tu...?

Pupils will learn how to discuss jobs and careers their family do. Pupils will also give their opinions of jobs and state what job they would like to do in future using the conditional tense.

¿Le gusta su trabajo? Does he/she like his/her job?

Pupils will use third person opinions to discuss jobs people do.

¿Qué te gustaria ser en el futuro? What do you want to be in the future?

¿Cuando tengas ____ anos, en que trabajarias? When you are ____ what would you like to work as?

Cuando seas mayor, que quieres ser? When you are older, what do you want to be?

Pupils will use the immediate future tense and the subjunctive with conditional to state what they hope to be in the future.

CORE KNOWLEDGE – STICKY KNOWLEDGE - VOCABULARY

☐ **Los trabajos**

☐ **Soy... [I am...] Es...[he/she is...] trabajo como [I work as...] trabaja como [he/she works as...]**

actor [actor] abogado [lawyer] amo de casa [house-husband] cocinero [chef] contable [accountant]

enfermero [nurse] granjero [farmer] hombre de negocios [business man] ingeniero [engineer]

mecánico [mechanic] médico [doctor] peluquero [hairdresser] profesor [teacher]

☐ **OPINIONS**

le gusta porque es [he/she likes it because it is] No le gusta porque es [he/she doesn't like it because it is]

le encanta porque es [he/she loves it because it is] lo odia porque es [he/she hates it because it is ver]

☐ **ADJECTIVES to describe jobs**

• **En mi opinión...** [In my opinion...] **Como yo lo veo...** [as i see it...]

• **A mi modo de ver...** [From my point of view...] **es un trabajo...** [it is a.... Job]

aburrido [boring] active [active] difícil [difficult] divertido [funny] estimulante [stimulating]

estresante [stressful] fácil [easy] gratificante [rewarding] interesante [interesting]

☐ **¿Qué te gustaria ser en el futuro? What do you want to be in the future?**

En el futuro **(In the future)** espero quiero voy a quisiera + SER

Cuando sea mayor **(When I'm older)** [I hope] [I want] [I'm going] [I would like] [to be]

Cuando tenga veintiuno años **(When I'm 21 years old)**

En los próximos cinco años **(In the next 5 years)**

Después de terminar mis estudios **(After finishing my studies)**

Al acabar la Carrera **(On finishing my degree)**

GRAMMAR

☐ 3rd person opinions

☐ Expressing complex opinions – stating what you think of jobs and why

☐ 1st and 3rd person past and future tense of **TRABAJAR = to work**

ABOVE AND BEYOND

VOCABULARY

☐ **Ojala fuera...**

[I wish I were ...]

- más... / menos... / mejor... [more, less, better]
- *severas, estrcitas, flexibles, tontas, razonables,*

☐ **Ojalá pudiera ser... [I wish I could be...]**

- + trabajo

☐ **Stating future plans**

☐ **Cuando sea mayor...** [When I'm older...]

☐ **Cuando deje colegio...** [When I leave school...]

☐ **Cuando termine mis estudios...** [When I finish my studies...]

☐ **Cuando tenga 18 años...** [When I turn 18...]

☐ **ABC language / Academic talk**

- *A mi juicio*
- *En mi opinión*
- *(No) Merece la pena*
- *Diría que, creo que, pienso que*
- *A mi modo de ver*
- *Lo que tengo que decir es...*

STATING REASONS WHY

1. me gustan los animales.
2. me gusta trabajar con niños.
3. quiero ayudar a la gente.
4. quiero mucho dinero.
5. me interesa(n)...
6. me gusta el aire libre.
7. es un trabajo importante.
8. Soy una persona práctica.