



Topic Overview

Faculty/Subject: MFL
Year Group: GCSE Spanish
Topic: Module 1 - ¡Diviértete!

What BIG IDEAS will you cover in this topic?

¿Qué haces en tu móvil normalmente?
¿Qué vas a hacer en tu móvil mañana?
¿Qué hiciste en tu móvil ayer?
¿Cuánto tiempo pasas en tu móvil/dispositivo?
¿Qué piensas de las redes sociales?
¿Qué actividades te gusta hacer en tu tiempo libre?
¿Qué deportes haces?
¿Eres miembro de un club o equipo?
¿Qué haces normalmente los fines de semana?
¿Qué vas a hacer este fin de semana?
¿Qué hiciste el fin de semana pasado?
Describe un día fatal. ¿Qué pasó?

What important prior knowledge will you use from your prior learning?

- Knowledge of gender and plurality
- Conjugating verbs into 3 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the curriculum plan for this subject?

This is module 1/8 in the GCSE Specification.
The module fits into Theme 2: Popular Culture and
Theme 3: Communication and the world around us

What is the key vocabulary that you will need to know in this topic?

- Introductions and personality
- Digital activities
- Expressions of frequency
- Free time activities

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Revising adjectival agreement
- ☐ Revising present tense
- ☐ Present Tense irregular verbs
- ☐ Opinion verbs and expressions
- ☐ Preterite tense
- ☐ Pronouncing the "c" correctly
- ☐ Direct object pronouns
- ☐ Recognising and using 3 tenses

Assessment:

How and when will you be assessed on this topic?

This module will feed into your Christmas exam weeks where Reading, Writing, Listening, Translation, Dictation and Grammar skills will be assessed..

What will the success criteria be?

- ☐ Preparing and learning 6-8 questions for general conversation.
- ☐ Using opinion phrases in written and spoken work
- ☐ Recognising the vocabulary from the topic.
- ☐ Recognising and using 3

What is the structure of learning/lessons in this topic?

- ☐ The hispanic speaking world
- ☐ Talking about life online
- ☐ Sports and freetime activities
- ☐ Arranging to go out
- ☐ Saying what you did at the weekend
- ☐ Talking about days that went wrong

TENSES

Present tense = I do

	-AR	-ER	-IR
	Hablar	Comer	Vivir
yo (I)	Hablo	Como	Vivo
tú (you)	Hablas	Comes	Vives
él/ella (he/she)	Habla	Come	Vive
nosotros (we)	Hablamos	Comemos	Vivimos
vosotros (you (pl))	Habláis	Coméis	Vivís
ellos/ellas (they)	Hablan	Comen	Viven

SOME USEFUL IRREGULARS

Ser	Soy	I am
Querer	Quiero	I want
Ver	Veo	I see/watch
Ir	Voy	I go
Hacer	Hago	I do
Tener	Tengo	I have
Salir	Salgo	I go out
Jugar	Juego	I play

Haber = hay (there is /are)

Immediate future = I am going to do

	ir		infinitive
yo (I)	voy	a	comer
tú (you)	vas		beber
él/ella (he/she)	va		ir
nosotros (we)	vamos		jugar
vosotros (you (pl))	vais		llevar
ellos/ellas (they)	van		tener

Preterite (past) tense

	tomar	comer	decidir
yo (I)	tomé	comí	decidí
tú (you)	tomaste	comiste	decidiste
él/ella (he/she)	tomó	comió	decidió
nosotros (we)	tomamos	comimos	decidimos
vosotros (you (pl))	tomasteis	comisteis	decidisteis
ellos/ellas (they)	tomaron	comieron	decidieron

SOME USEFUL IRREGULARS

Ser	Fui	I was
Ver	Vi	I saw
Ir	Fui	I went
Hacer	Hice	I did
Tener	Tuve	I had
Jugar	Jugué	I played



Topic Overview

Faculty/Subject: MFL
Year Group: GCSE Spanish
Topic: Module 2 - Viajes

What BIG IDEAS will you cover in this topic?

- 1 ¿Adónde te gustaría ir de vacaciones?
- 2 ¿Qué te gustaría hacer allí?
- 3 ¿Cómo te gustaría viajar? ¿Por qué?
- 4 ¿Cuál es la fiesta más divertida? ¿Por qué?
- 5 ¿Qué comida te gusta comer cuando vas a un restaurante?
- 6 ¿Qué sueles hacer en verano?
- 7 ¿Qué tal tus últimas vacaciones?
- 8 ¿Qué hiciste?
- 9 ¿Qué fue lo mejor de tus vacaciones?
- 10 ¿Dónde te quedaste?
- 11 ¿Cómo era el pueblo / la ciudad?
- 12 ¿Adónde vas a ir de vacaciones el año próximo?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using *se pueden*
- ☐ Using the *superlative*
- ☐ Using *acabar de + infinitive*
- ☐ Using a range of structures to give opinions in the past
- ☐ Using the *imperfect tense*
- ☐ Using *suelo + infinitive*

What important prior knowledge will you use from your prior learning?

- Me gusta(n)/me gustaría+infinitive
- Using comparatives
- Using "si" clauses with the present tense
- Conjugating verbs into 3 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the curriculum plan for this subject?

This is module 2/8 in the GCSE Specification.
The module fits into Theme 2: Popular Culture and
Theme 3: Communication and the world around us

Assessment:

How and when will you be assessed on this topic?

This module will feed into your Christmas exam weeks where Reading, Writing, Listening, Translation, Dictation and Grammar skills will be assessed.

What will the success criteria be?

- ☐ Preparing and learning 6-8 questions for general conversation.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from the topic in the written and spoken form.
- ☐ Recognising and using 4 tenses

What is the key vocabulary that you will need to know in this topic?

- Describing a photo
- Expressing where you would like to go on holiday.
- Saying what you can do on holiday and how you would like to travel.
- Expressing reasons to go to a festival
- Describing a past holiday
- Discussing what you tend to do in summer.

What is the structure of learning/lessons in this topic?

- ☐ Describing a photo
- ☐ Discussing travel plans
- ☐ Talking about festivals in the Spanish speaking world.
- ☐ Saying what you did on holiday.
- ☐ Describing where you stayed.
- ☐ Talking about holidays using different tenses.

The **imperfect tense** is used for describing things in the past.

Estaba en el campo y **tenía** un restaurante.

It **was** in the country(side) and it **had** a restaurant.

	estar (to be)	tener (to have)
(yo)	estaba	tenía
(tú)	estabas	tenías
(él/ella/usted)	estaba	tenía
(nosotros/as)	estábamos	teníamos
(vosotros/as)	estabais	teníais
(ellos/ellas/ustedes)	estaban	tenían

-er / -ir verbs have the same endings.

Verbs which are irregular in the imperfect include

ser (to be) → **era** (it was)

The imperfect tense of **hay** (there is/are) is **había** (there was/were).





Topic Overview

Faculty/Subject: MFL

Year Group: GCSE Spanish

Topic: Module 3 - Mi gente, mi mundo

What BIG IDEAS will you cover in this topic?

- 1 ¿A quién sigues en las redes sociales? ¿Por qué?
- 2 Describe a tu persona famosa favorita. ¿Por qué te gusta?
- 3 ¿Qué te gusta hacer con la tecnología / en las redes sociales? ¿Por qué?
- 4 ¿Para qué usaste la tecnología/las redes sociales la semana pasada?
- 5 ¿Cómo eres físicamente?
- 6 ¿Cómo es tu familia? Describe una celebración reciente con tu familia.
- 7 ¿Cómo es tu relación con tus amigos?
- 8 ¿Cómo es un buen amigo?
- 9 ¿Qué actividades hiciste con tu mejor amigo/a el fin de semana pasado?
- 10 ¿Qué cosas te preocupan? ¿Cuál es tu sueño?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using the present continuous
- ☐ Using *ser* for physical descriptions and *estar* for location.
- ☐ Saying how long you have been doing something.
- ☐ Using the personal "a"
- ☐ Using *para* + infinitive
- ☐ Using *estar* to express moods.
- ☐ Using *podrías* and *deberías* + infinitive

What important prior knowledge will you use from your prior learning?

- Using possessive adjectives
- Using indirect object pronouns
- Using the preterite tense
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the curriculum plan for this subject?

This is module 3/8 in the GCSE Specification.
The module fits into Theme 1: People and lifestyle
Theme 2: Popular Culture and Theme 3: Communication and the world around us

Assessment:

How and when will you be assessed on this topic?

End of module assessment in Speaking, Reading, Grammar and Translation.

What will the success criteria be?

- ☐ Preparing and learning 6-8 questions for general conversation.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from the topic in the written and spoken form.
- ☐ Recognising and using 4 tenses

What is the key vocabulary that you will need to know in this topic?

- Describing family
- Photo card vocabulary
- Discussing social media and influencers
- Describing relationships with friends
- Describing what you are like
- Talking about how you use technology
- Discussing problems in relationships and giving advice
- Describing a past celebration.

What is the structure of learning/lessons in this topic?

- ☐ Reading about different families
- ☐ Describing people
- ☐ Talking about your favourite celebrities
- ☐ Talking about friendships and relationships
- ☐ Talking about your identity and what matters to you
- ☐ Talking about problems and giving advice
- ☐ Talking about family celebrations

The **present continuous tense** is used to describe what people are doing, for example in a photo.

Use the present tense of **estar** - **present participle**

To form the present participle, remove the -ar, -er, -ir from the infinitive and add the endings

-ando (for -ar verbs) or -iendo (for -er and -ir verbs).

	estar (to be)	present participle (-ing form)
(yo)	estoy	
(tú)	estás	
(él/ella/usted)	está	jugando
(nosotros/as)	estamos	comiendo
(vosotros/as)	estáis	escribiendo
(ellos/as/ustedes)	están	

Note these irregular present participles:

leer → leyendo (reading)

sonreír → sonriendo (smiling)

To say how long you have been doing something, use **desde** **hace** + **period of time** and the **present tense** of the verb.

Sigo a streamers en Twitch desde hace dos años.

I have been following streamers on Twitch for two years.

Notice that **seguir** is a stem-changing verb in the present tense (*sigo, sigues*, etc.).

Use the **personal a** when the object of the verb is a person.

Sigo a esta persona famosa desde hace mucho tiempo.

I have followed this famous person for a long time.

Do **not** use it when the object is **not** a person.

Veo vídeos sobre mis deportistas favoritos.

I watch videos about my favourite sports stars.



Topic Overview

Faculty/Subject: MFL

Year Group: GCSE Spanish

Topic: Module 4 - Mi estilo de vida

What **BIG IDEAS** will you cover in this topic?

- 1 ¿Qué plato de España o Sudamérica te gustaría probar? ¿Por qué?
- 2 ¿Cómo es tu día típico?
- 3 ¿Tienes costumbres no saludables?
- 4 ¿Qué tomas para el desayuno/la comida/la cena?
- 5 ¿Cómo es tu dieta?
- 6 ¿Qué hay que hacer para tener una dieta sana?
- 7 ¿Cómo era tu vida cuando tenías [seis] años?
¿Cómo es tu vida ahora?
- 8 ¿Qué te gustaba comer y beber cuando eras niño/a?
- 9 ¿Qué hacías en tu tiempo libre cuando eras pequeño?
- 10 ¿Qué harás para mejorar tu salud y evitar problemas en el futuro?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using indefinite adjectives
- ☐ Using tener + noun
- ☐ Using direct object pronouns
- ☐ Using the imperfect tense to say what you used to do
- ☐ Using ya no + verb
- ☐ Using reflexive verbs in the preterite tense
- ☐ Using the simple future tense

What important prior knowledge will you use from your prior learning?

- Using adjectives of nationality
- Indefinite adjectives (muchos, demasiados, todos)
- Conjugating the imperfect tense
- Understanding and recognising reflexive verbs
- Using deber, tener que and necesitar
- Using "si" clauses
- Conjugating verbs into 4 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the curriculum plan for this subject?

This is module 4/8 in the GCSE Specification.
The module fits into Theme 1: People and Lifestyle

Assessment:

How and when will you be assessed on this topic?

This module will feed into your End of Year Exam where all 4 skills and modules will be assessed.

What will the success criteria be?

- ☐ Preparing and learning 6-8 questions for general conversation from each Theme.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from the topic in the written and spoken form.
- ☐ Recognising and using 3-5 tenses

What is the key vocabulary that you will need to know in this topic?

- Talking about food and mealtimes
- Describing a typical day and your healthy habits.
- Expressing food and your diet
- Describing what makes a healthy diet
- Activities - in the past and the future
- Describing ailments and giving advice
- Talking about how you will change and improve your lifestyle.

What is the structure of learning/lessons in this topic?

- ☐ Learning about typical foods in Spanish speaking countries.
- ☐ Describing healthy daily routines.
- ☐ Talking about mealtimes and food trends
- ☐ Comparing old and new habits
- ☐ Talking about illnesses and injuries
- ☐ Making future plans for health and well being

Use the **simple future tense** to say what you will do or what will happen.
To form the simple future, add the following endings to the **infinitive**:

	evitar (to avoid)
(yo)	evitaré
(tú)	evitarás
(él/ella/usted)	evitará
(nosotros/as)	evitaremos
(vosotros/as)	evitaréis
(ellos/ellas/ustedes)	evitarán

Some verbs have an **irregular stem** in the simple future. They include:

tener	→ tendré (I will have)
poner	→ pondré (I will put)
venir	→ vendré (I will come)
hacer	→ haré (I will do/make)
decir	→ diré (I will say)
poder	→ podré (I will be able to)
salir	→ saldré (I will go out)
saber	→ sabré (I will know)
querer	→ querré (I will want)



Topic Overview

Faculty/Subject: MFL
Year Group: GCSE Spanish
Topic: Module 5 - ¡A clase!

What BIG IDEAS will you cover in this topic?

- 1 ¿Cómo es tu instituto?
- 2 ¿Cómo es tu día escolar?
- 3 ¿Qué actividades extraescolares haces?
- 4 ¿Qué hiciste recientemente con el club/equipo?
- 5 ¿Qué asignaturas te gustan y no te gustan? ¿Por qué (no)?
- 6 ¿Qué harás para tener éxito en el futuro?
- 7 ¿Qué es lo bueno y lo malo de tu instituto?
- 8 ¿Cómo cambiarías tu instituto?
- 9 ¿Cómo sería tu profesor(a) ideal?
- 10 ¿Adónde fuiste de viaje con tu instituto el año pasado? ¿Qué hiciste?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Absolute superlatives
- ☐ Relative pronouns
- ☐ Using *lo que*
- ☐ Using impersonal verbs with an infinitive
- ☐ Identifying false friends

What important prior knowledge will you use from your prior learning?

- Superlatives
- Question words (qué, dónde, cuándo)
- Talking about the opinions of others
- Using the conditional tense (me gustaría)
- Using negatives
- Forming questions
- Using adjectives and adverbs
- Conjugating verbs into 3 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the curriculum plan for this subject?

This is module 5/8 in the GCSE Specification.
The module fits into Theme 1: People and lifestyle

Assessment:

How and when will you be assessed on this topic?

This module will feed into your November mock exams where all 4 papers will be assessed.

What will the success criteria be?

- ☐ Preparing and learning questions for general conversation.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from topics 1 - 5 in the written and spoken form.
- ☐ Recognising and using 3-5 tenses

What is the key vocabulary that you will need to know in this topic?

- Describing your high school
- Describing uniform and teachers
- Talking about your school day
- Discussing extra curricular activities
- Expressing likes and dislikes about your subjects
- Discussing the negative sides of school and what you would change.
- Talking about a school trip

What is the structure of learning/lessons in this topic?

- ☐ Learning about schools in Spain
- ☐ Talking about a typical day at school
- ☐ Talking about your studies
- ☐ Talking about how you would change your school
- ☐ Talking about students and teachers at school
- ☐ Describing a school trip in the past

Use **lo que** to mean 'what' when you are not asking a question.

Lo que más me gusta es...

What I like most is...

No entiendo **lo que** dice.

I don't understand **what** he/she says.



For verbs like **gustar**, **encantar** and **interesar**, change the **pronoun** according to who you are talking about.

me gusta(n) **nos** gusta(n)

te gusta(n) **os** gusta(n)

le gusta(n) **les** gusta(n)





Topic Overview

Faculty/Subject: MFL

Year Group: GCSE Spanish

Topic: Module 6 - Mi barrio y yo

What **BIG IDEAS** will you cover in this topic?

1. ¿Qué hay en tu región?
2. ¿Cómo es tu pueblo/ciudad?
3. ¿Cómo ha cambiado tu pueblo/ciudad recientemente?
4. ¿Prefieres vivir en el campo o en una ciudad? ¿Por qué?
5. ¿Qué es lo bueno / lo malo de vivir en tu zona?
6. ¿Prefieres ir al centro comercial o a las tiendas de tu barrio? ¿Por qué?
7. ¿Qué cosas te gusta comprar online y por qué?
8. ¿Cómo era tu zona/ciudad/pueblo antes?
9. ¿Cómo es [tu zona] ahora?
10. ¿Cómo cambiarías [tu zona]?
11. ¿Qué hiciste en [tu zona] la semana pasada?
12. ¿Qué vas a hacer en [tu zona] el fin de semana próximo?

What other **key concepts, knowledge and skills** will you learn in this topic?

- ☐ *Demonstrative adjectives*
- ☐ *Perfect tense*
- ☐ *Prepositions of place for directions*
- ☐ *Present conjunction with "cuando"*

What important **prior knowledge** will you use from your prior learning?

- Prepositions
- Imperfect tense
- Direct object pronouns
- Forming the comparative
- Forming questions
- Using adjectives and adverbs
- Conjugating verbs into 3 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the **curriculum plan** for this subject?

This is module 6/8 in the GCSE Specification.

The module fits into Theme 3: Communication and the world around us.

Assessment:

How and when will you be assessed on this topic?

This module will feed into your November mock exams where all 4 papers will be assessed.

What will the success criteria be?

- ☐ Preparing and learning questions for general conversation.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from topics 1 - 6 in the written and spoken form.
- ☐ Recognising and using 3-5 tenses
- ☐ Recognising the prescribed GCSE vocabulary

What is the key **vocabulary** that you will need to know in this topic?

- Describing a visit to a town/city
- Directions
- Making future plans
- Shopping habits
- Positives and negatives about where you live
- Describing where you live
- Freetime activities

What is the structure of learning/lessons in this topic?

- ☐ Finding out about Colombia
- ☐ Describing cities
- ☐ Describing how a city has changed
- ☐ Describing shopping preferences
- ☐ Giving preferences about where you live
- ☐ Talking about your area

The **perfect tense** is used to talk about what you have done.

Use the present tense of *haber* + **past participle**.

(yo)	he	visitado comido subido
(tú)	has	
(él/ella/usted)	ha	
(nosotros/as)	hemos	
(vosotros/as)	habéis	
(ellos/ellas/ustedes)	han	

Demonstrative adjectives

	singular		plural	
	masculine	feminine	masculine	feminine
this/these	este edificio	esta calle	estos edificios	estas calles
that/those	ese espacio	esa carretera	esos espacios	esas carreteras
that/those ... over there	aquel barrio	aquella zona	aquellos barrios	aquellas zonas



Topic Overview

Faculty/Subject: MFL

Year Group: GCSE Spanish

Topic: Module 7 - Mi barrio y yo

What **BIG IDEAS** will you cover in this topic?

1. ¿Qué haces para ayudar en tu comunidad o en la sociedad? ¿Por qué lo haces?
2. ¿Qué hiciste en el pasado para ayudar a otras personas?
3. ¿Qué más te gustaría hacer en el futuro para ayudar en tu comunidad o en la sociedad?
4. Para ti, ¿cuál es el problema o la cuestión más grave que afecta al planeta? ¿Por qué?
5. ¿Qué haces para cuidar el medioambiente en casa?
6. ¿Y en tu colegio? ¿Qué cosas hacéis para ayudar?
7. ¿Qué hiciste en el pasado para ayudar al medioambiente?
8. ¿Y en el futuro? ¿Qué más te gustaría hacer para ayudar?
9. ¿Qué problema {del mundo} te preocupa más y qué acción quieres ver?
10. ¿Quién es tu modelo favorito a seguir?

What other **key concepts, knowledge and skills** will you learn in this topic?

- ☐ Using the imperative
- ☐ Using and avoiding the passive
- ☐ Using the imperfect continuous tense

What important **prior knowledge** will you use from your prior learning?

- Using negatives
- Present subjunctive tense
- Forming questions
- Using adjectives and adverbs
- Conjugating verbs into 3 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the **curriculum plan** for this subject?

This is module 7/8 in the GCSE Specification.

The module fits into Theme 3: Communication and the world around us.

Assessment:

How and when will you be assessed on this topic?

This module will feed into your November mock exams where all 4 papers will be assessed.

What will the success criteria be?

- ☐ Preparing and learning questions for general conversation.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from topics 1 - 6 in the written and spoken form.
- ☐ Recognising and using 3-5 tenses
- ☐ Recognising the prescribed GCSE vocabulary

What is the key **vocabulary** that you will need to know in this topic?

- Talking about how you help your community and society.
- Expressing global environmental issues
- Expressing how you protect the planet.
- Talking about global problems which worry you
- Talking about your role model and why they inspire you

What is the structure of learning/lessons in this topic?

- ☐ Talking about how you help in your community.
- ☐ Talking about climate change.
- ☐ Talking about actions to help the environment.
- ☐ Talking about solutions.
- ☐ Developing effective comprehension skills.

The **passive** is used to say what is / was / will be done to something or someone. To form it, use the correct person and tense of **ser** followed by the **past participle**, which must agree.

El problema **es investigado** por los científicos.
Los campos **son afectados** por la falta de lluvias.
La casa **fue destruida** por los vientos fuertes.



In Spanish the **passive** is often avoided by using the reflexive pronoun **se**.

En mi colegio **se recicla** el papel.
In my school, paper **is recycled**.

Sometimes the subject of the verb comes after the verb.
Se organizan actividades.
Activities **are organised**.





Topic Overview

Faculty/Subject: MFL

Year Group: GCSE Spanish

Topic: Module 8 - Mi barrio y yo

What **BIG IDEAS** will you cover in this topic?

1. ¿Qué planes tienes para el año próximo?
2. ¿Qué otros planes tienes para el futuro?
3. ¿Qué haces para ganar dinero?
4. ¿Cuáles son tus puntos positivos?
5. ¿Qué tipo de trabajo querías hacer en el pasado?
6. ¿Todavía te interesa hacer el mismo trabajo?
7. ¿Qué idiomas hablas?
8. ¿Por qué es importante aprender otras lenguas, en tu opinión?
9. ¿Cómo será el mundo laboral en el futuro?
10. ¿Cuál es tu opinión de la inteligencia artificial?

What other **key concepts, knowledge and skills** will you learn in this topic?

- ☐ Using “seguir/continuar” + present participle
- ☐ Using possessive pronouns
- ☐ Using modal verbs
- ☐ Using “para que” + infinitive

What important **prior knowledge** will you use from your prior learning?

- Prepositions
- Genders of nouns
- Present subjunctive
- Forming questions
- Using adjectives and adverbs
- Conjugating verbs into 3 tenses
- Opinion phrases
- Connectives
- Vocabulary from KS3

Where does this topic fit into the **curriculum plan** for this subject?

This is module 8/8 in the GCSE Specification.
The module fits into Theme 1: People and lifestyle

Assessment:

How and when will you be assessed on this topic?

This module will feed into your November mock exams where all 4 papers will be assessed.

What will the success criteria be?

- ☐ Preparing and learning questions for general conversation.
- ☐ Using opinion phrases and the key grammar concepts in written and spoken work
- ☐ Recognising the vocabulary from topics 1 - 6 in the written and spoken form.
- ☐ Recognising and using 3-5 tenses
- ☐ Recognising the prescribed GCSE vocabulary

What is the key **vocabulary** that you will need to know in this topic?

- Talking about how you help your community and society.
- Expressing global environmental issues
- Expressing how you protect the planet.
- Talking about global problems which worry you
- Talking about your role model and why they inspire you

What is the structure of learning/lessons in this topic?

- ☐ Talking about your plans for the future
- ☐ Talking about getting a job
- ☐ Talking about future career intentions
- ☐ Talking about the importance of learning languages
- ☐ Talking about changes in the world of work.
- ☐ Talking about the impact of AI

Possessive pronouns ('mine', 'hers', etc.) are used to avoid repetition. They must agree with the noun they are replacing.

singular	plural
el mío / la mía	los míos / las mías
el tuyo / la tuya	los tuyos / las tuyas
el suyo / la suya	los suyos / las suyas
el nuestro / la nuestra	los nuestros / las nuestras
el vuestro / la vuestra	los vuestros / las vuestras
el suyo / la suya	los suyos / las suyas

Modal verbs are followed by the **infinitive**.

They include:

deber (debo)	to have to / must
poder (puedo)	to be able to / can
querer (quiero)	to want to
saber (sé)	to know (how to)
tener que (tengo que)	to have to

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